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NEA LOBBYING BLITZ WINS FEDERAL SCHOOL $$

WASHINGTON, D.C.—The longest and toughest fight NEA has ever waged for federal education aid was won in the last days of the 93rd Congress. A total of $6.408 billion was secured for the current fiscal year to operate programs administered by HEW's Education Division, and advance funding of $2.378 billion was provided for kev elementary and secondary programs in fiscal 1976.

The political climate was volatile and unpredictable throughout 1974. The debate over school funding was held against the backdrop of a Presidential resignation and the emergence of a new Administration. Both the Administration and Congress were divided by many issues, ranging from the state of the economy to the question of civil rights enforcement (see accompanying story). Significantly, Congress and the President agreed to a federal education budget that exceeded the amounts available in fiscal 1974 by nearly ten percent.

The battle for more school dollars was waged by NEA, its affiliates, and allied organizations on three fronts beginning early in 1974. The regular fiscal 1975 appropriation bill for Labor/HEW lacked money for the elementary and secondary programs which expired in June, so teachers pressed first for continued and expanded funding of higher education, vocational programs, and educational research and development. The measure, providing about $3 billion for these activities, was passed in November.

The second battle was for extension of the legal authority for nearly all federal programs to assist elementary and secondary programs. The bill to continue and expand these programs was signed into law in August.

To assure continued and increased funding of ESEA, impact aid, bilingual education, programs, for the handicapped, and many other programs authorized in the August legislation, NEA led the charge for a supplemental appropriation, which was approved in December after months of debate.

The result of NEA's three-pronged effort is shown in detail in the fiscal 1975 appropriations chart on this page. The money reaches virtually every school district in the nation. It provides special instruction and other services, financial aid for students, jobs for teachers and other school personnel, none of which would be possible under current state and local budgets.

The advance funding for next year, a major NEA objective, guarantees continuation of education for the disadvantaged, programs for the handicapped, and adult education. It also permits school districts to make commitments for a variety of programs consolidated by Congress last summer. The remainder of the education budget for fiscal 1976 was scheduled to be submitted to Congress by President Ford in January. NEA will analyze the budget and work closely with the new Congress to assure maximum benefits for public education in the fiscal 1976 appropriations.

Along with its pursuit of a federal collective bargaining law for public employees, NEA's efforts with the 94th Congress—a fourth of which consists of newly elected members—will be focused on the introduction and passage of legislation to provide for one-third federal financing of public education.

FISCAL 1975 FEDERAL EDUCATION APPROPRIATIONS

Agency and Item	Amounts Available in 1974	Budget Requested for 1975	Funds Enacted for 1975
	(all amounts in thousands)		
OFFICE OF EDUCATION			
Elementary and Secondary Education			
1. Educationally deprived children (ESEA Title I)			
Pt. A Basic grants	$1,653,750	$1,805,550	$1,820,550
Pt. B Incentive grants	17,855	28,000	14,000
Pt. C Urban/Rural grants	47,700	48,000	38,000
Studies & surveys	——	3,450	3,450
2. Supplementary services	146,393	146,393	120,000
3. Strengthening state departments of education	39,425	39,425	39,425
4. Bilingual education	58,350	70,000	85,000
5. Right-to-read	12,000	12,000	12,000
6. Educational broadcasting	18,675	14,000	19,000
7. Civil rights advisory services	21,700	26,700	26,700
8. Follow Through	53,000	35,000	53,000
9. Equipment & minor remodeling (NDEA Title III)	28,500	28,500	21,750
10. Drug abuse education	5,700	——	——
11. Environmental education	1,900	1,900	1,900
12. Nutrition & health	1,900	1,900	900
Total	2,106,848	2,260,818	2,255,675
School Assistance in federally affected areas			
1. A children	200,100	223,900	223,900
2. B children	312,566	38,900	354,616
3. Special provisions	22,200	14,500	14,500
4. Payment to other federal agencies	39,550	43,000	43,000
5. Construction	19,000	20,000	20,000
Total	593,416	340,300	656,016
Education for the Handicapped			
1. State grants	47,500	47,500	100,000
2. Special target programs	36,548	38,493	38,493
3. Innovation and development	9,916	9,916	9,916
4. Technology and communications	13,500	13,500	13,500
5. Special education and manpower development	39,615	37,700	37,700
Total	147,079	147,109	199,609
Occupational, vocational, and adult education			
1. State grants	486,701	498,637	510,637
2. Vocational research	38,000	38,000	35,000
3. Career education	——	10,000	10,000
4. Education personnel			
(a) Teacher Corps	37,500	37,500	37,500
(b) Other programs	59,883	8,139	19,239
5. Adult education	63,319	63,319	67,500
6. Dropout prevent	4,000	4,000	——
7. Ethnic heritage studies	2,375	——	1,800
Total	691,778	659,595	681,676
Higher Education			
1. Student assistance			
(a) Basic opportunity grants (BOG's)	475,000	1,300,000	660,000
(b) Supplemental opportunity grants	210,300	——	240,300
(c) Work-study	270,200	250,000	300,200
(d) Cooperative education	10,750	10,750	10,750
(e) Insured loan subsidies	310,000	315,000	315,000
(f) Direct loans	293,000	6,440	329,440
(g) Incentive grants for state scholarships	19,000	——	20,000
2. Special programs for the disadvantaged	70,331	70,331	70,331
3. Institutional assistance	194,860	152,252	174,500
4. Personnel development			
(a) College teacher fellowships	5,806	4,000	4,000
(b) Public service fellowships	——	——	4,000
(c) Fellowships for the disadvantaged	750	750	750
(d) Mining fellowships	——	——	1,500
(e) Ellender fellowships	500	500	500
Total	1,860,497	2,110,023	2,131,271
Library resources			
1. Public libraries	46,749	25,000	51,749
2. School library resources	90,250	90,250	95,250
3. College library resources	9,975	——	9,975
4. Undergraduate instruction equipment	11,875	——	7,500
5. Training & demonstrations	4,275	——	3,000
Total	163,124	115,250	167,474
Educational activities overseas	1,000	2,000	1,000
Salaries and expenses	98,373	127,284	114,400
Student loan insurance fund	88,668	115,000	115,000
Participation sales insufficiencies	2,948	2,701	2,701
TOTAL, OFFICE OF EDUCATION	5,753,731	5,880,080	6,319,821
NATIONAL INSTITUTE OF EDUCATION			
Development, research, dissemination, and program direction	75,589	130,000	70,000
ASSISTANT SECRETARY FOR EDUCATION			
Improvement of postsecondary education	10,000	15,000	11,500
Salaries & expenses	2,321	3,671	2,307
Total	12,321	18,671	13,807
TOTAL, EDUCATION DIVISION	$5,841,641	$6,028,751	$6,408,629

Source: Congressional Record
November 26 and December 4, 1974

NEA Wins Legislative Battles On Student Records and Unemployment Benefits

WASHINGTON, D.C.—Family access to student records, liberalized unemployment benefits, and nullification of the so-called Holt Amendment are among key legislative issues affecting schools, which the NEA's efforts helped enact before Congress adjourned.

As a result, new language is now on the books clarifying ambiguities in the student record disclosure requirements in effect since November 19. The original act, called the Buckley Amendment required schools receiving federal funds to open student records to parents and students starting January 2. It also restricted release of data to outside sources such as police or prospective employers.

Granting or denial of access to records must be made within 45 days of initial request. Procedures for hearings are spelled out. Parents may challenge the content of records even after a child has left the school. The new law specifically denies parent or student access to private notes and materials created by individual school personnel as memory aids—such as a teacher's daily record book—provided they are not revealed to anyone other than a substitute performing his duties temporarily. Also denied is access to confidential communications in a file before January 1, 1975, and students may not see financial data submitted by parents applying for financial aid.

Unemployment Benefits

Alarm over the nation's mounting unemployment—now in excess of 6.5 million—led to passage of the Emergency Jobs Act. This stop-gap measure already is being implemented in various states to create new jobs and to make unemployment benefits available for longer periods and to more people.

The act authorizes $2.5 billion over the next six months for new jobs in local jurisdictions to improve the level of such public services as public safety, education, health care, sanitation, and others. Persons are eligible who have been out of work 15 days in an area with 7 percent or more unemployment, or 30 days in other areas.

Special benefits are triggered when the national unemployment rate reaches 6 percent or when the rate in a local area hits 6.5 percent. The measure then provides that unemployment compensation for workers previously covered may be extended for 13 weeks beyond the normal maximum of 26 weeks. Provision is made for those not previously covered—including many public employees and teachers—to receive benefits at the level they would have received under applicable state law if they had been covered. This authorization runs through December, with benefits continuing through March 1976.

Holt Amendment

Under pressure from the NEA, the House finally yielded and accepted a watered-down version of its so-called Holt Amendment which would have forbidden HEW to compel school systems receiving aid to classify or assign pupils or teachers on the basis of race, religion, sex or national origin.

Rep. Marjorie Holt (R-Md.) had proposed the amendment in October as an attachment to the supplemental money bill appropiating $6.408 billion for major education programs in the current 1975 fiscal year and $2.378 billion in advance funding for next year. With Senate rejection of the NEA-opposed amendment and House refusal to budge, progress on the bill was snafued. The NEA worked constantly to break the ensuing stalemate which was threatening to kill any chance of passing the appropriations bill. The House at last acquiesced and on December 16, followed the Senate lead in adopting a compromise version which in effect nullified the amendment by adding the words "except as may be necessary to enforce nondiscrimination provisions of Federal law." President Ford signed the bill December 27.

Dallas Teachers Vote Unification

DALLAS, TEX.—Some 4,500 teachers of the 5,000-member Classroom Teachers Association of Dallas recently voted more than 2 to 1 in favor of unification. The Dallas association is the state's 16th local to unify, joining such affiilates as Houston, El Paso, San Antonio, Fort Worth, Austin, Corpus Christi, and Amarillo.

The Texas State Teachers Association executive committee has thrown its support to an all-out effort by state, district, and local leaders and staff to achieve TSTA-NEA unification by the September 1975 deadline.

NEA ATTACKS EDUCATIONAL NEGLECT

"We are seeking a national commitment to eradicate the ravages of educational neglect."

BALTIMORE, MD.—NEA has announced a nationwide program to correct injustices produced by "intolerable instances of educational neglect."

NEA President James A. Harris, pointing to the "gross inequality of education" in the nation, said NEA is seeking solutions to those problems which prevent millions of children from getting a proper education.

Harris reported the selection of sites across the nation where specific types of neglect are being studied in order to generate remedies that can be applied nationwide.

School violence and resulting non-attendance by both students and teachers will be studied here in urban Baltimore, Maryland, as it is being in suburban Compton, California.

Sexism in the schools is being studied in Grand Rapids, Michigan. The major focus is on educational problems experienced by female students from different races and socioeconomic classes.

An investigation of the textbook crisis in Kanawha County, West Virginia, has already been concluded by an NEA panel. That study attempted to determine the proper roles of teachers, parents, students, and community groups in the selection of teaching materials.

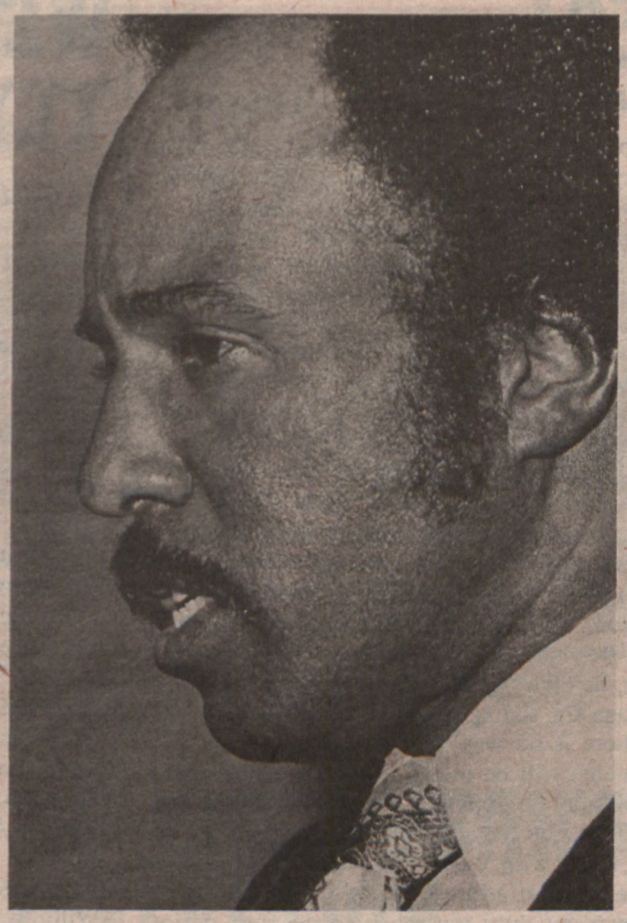
In Arizona, problems encountered by children on Navajo and Pima Indian Reservations and in migrant worker camps is being studied.

Problems of thousands of Asian American children form the substance of a study in San Francisco, California.

Still under consideration is a study of children in detention facilities and correctional institutions in many different areas of the nation.

The studies will form the substance of a National Conference on Educational Neglect February 15 to 18 in Washington, D.C. The conference will bring together both critics and supporters of education plus those who experience neglect firsthand.

"We are seeking a national commitment to eradicate the ravages of educational neglect which produce some outrageous statistics: two million children are not in school; one million Americans, ages 12 to 17, are illiterate; over 500,000 children are in juvenile detention homes each year," Harris commented.



NEA President James Harris

The purpose of the February conference, Harris stated, is to construct specific plans to attack problems of neglect.

The NEA president said that the evils of neglect will be corrected only when "people with political power are forced to commit the resources of this nation to a system of equal justice through equal education."

STATEMENT ON EDUCATIONAL NEGLECT

by
James A. Harris
President, National Education Association
Baltimore, January 13, 1975

We are announcing a nationwide program to correct injustices produced by intolerable instances of educational neglect.

This nation cannot afford to permit the gross inequality of education to continue to infect millions and millions of our children.

The shockwaves are felt everywhere. Two million children are not in school. One million Americans, aged 12 to 17, are illiterate. Over 500,000 children are in juvenlie detention homes each year. Schools are failing our children, and the nation is failing our schools.

Pockets of neglect surround us, are on the verge of consuming us: Urban inner cities where one-third of our students live, Indian reservations, barrios of the Southwest, Appalachia with its disadvantaged whites, youth detention and correctional centers.

Nowhere is educational quality consistent. Excellent schools are surrounded by neglect and neglected schools are surrounded by excellence. Millions of children are sentenced at birth to live lives of desperation and despair. Poor children go to poor schools; rich children go to rich schools. The system of inequality is self-perpetuating.

Poor schools must be eliminated. But this won't happen just by wishing it were so. Better education will reach our neglected children only when opportunities in all areas of life are improved.

To turn around generations of neglect will require drastic action. Vast increases in federal funding are imperative. Concern in the form of legislative action from elected leaders at all levels of government must begin immediately.

Results of our studies here in Baltimore; in Compton, Calif.; in Grand Rapids, Mich.; in Arizona; in Kanawha County, W.Va.; and other places will form the substance of a National Conference on Educational Neglect.

The evils of neglect will be corrected only when people with political power are forced to commit the resources of this nation to a system of equal justice through equal education.

LETTERS

A members' forum—especially, a place for dissenting members to share their concerns.

Political Clout

In reference to "Teacher Action Sweeps Friends of Education Into Office," NEA REPORTER, December 1974, I do hope no one has suffered sprained elbows or sore backs from the false belief as to the political clout of the NEA.

I hardly believe a total NEA contribution of $225,000, and individual gifts of $50 to $4,000 is likely to impress anyone except NEA officials and reporters, surely not political candidates.

Not once, be it via TV, radio, or the printed word, do I recall hearing any 1974 general election candidate, winner or loser, ever attribute his loss or win to his past action on educational matters, or his proposed stand on future educational bills.

Please, in the future, let's stick to the facts.

Lyle E. Jones
Laurel, Montana

The December issue of NEA REPORTER completely "turns me off." I refer to the fact that my money was used to elect people to office of whom I wholly disapprove. You call them pro-education; I call them liberal Democrats.

I have been a Democrat most of my life, but never never again, I hope! All that the Democrats understand is *spend* in every area. They, in my opinion, are mainly responsible for this inflation-recession condition. Remember the Great Society spending days of Kennedy-Johnson? We need conservative restraint in spending and that includes teachers.

I am willing to take the "lumps" for my country.

Quinn M. Alger
Memphis, Tennessee

Sexism

As a dues-paying member I object to your article, "All Schools Teach Sexism," in the NEA REPORTER. I object to your policy of censorship. I reject quotas which are supposed to be illegal. I resent reverse discrimination in terms of hiring, promoting, and laying off. I oppose federal interference of a state right by the infusion of federal funds.

Charles Francis
Kensington, Maryland

Metric Change

This letter concerns an article in the NEA REPORTER of December 1974.

The article in question is on page 3 and is titled "NEA Pushes Change to Metric System." I want here to state clearly that I oppose this changeover. I teach physics and mathematics at the college level. I have had occasion many times to consider the advisability of such a changeover and have come to the conclusion that such a change would not only have excessive cost but would in fact destroy some prime educational value that different systems have.

It can almost infallibly be said that when crackpot schemes like forcing the U.S. to metric units comes up it comes from former scientists who like to parade before the public as experts since it gives them something to do in the total absence of valid ideas. In general the same holds true for other people in that if they run out of what they can see as valid work then they spend their time screwing each other up.

Richard L. Abbott
Epworth, Iowa

Gun Control

In the lead story in the August 1974 issue of your paper there is a paragraph on page 2 stating that delegates to the Chicago convention took a position supporting gun control legislation. I wish to take exception to this.

In my opinion the NEA, as the major professional organization for teachers, should devote its time and resources to the problems of education. Although much has been accomplished, more remains to be done. I do not feel that the NEA should dissipate its energies in this fashion. I would also rather see the money which would be required to implement gun control legislation go to improving education.

The August issue stressed teacher solidarity. Particularly here in the West there are many sportsman-teachers who are members of the NRA and are strongly opposed to gun control legislation. I feel that taking a position on this non-educational question at this time could be detrimental to the solidarity of the NEA and could even cause a loss of membership.

Joan Rick Fuller
Gresham, Oregon

nea reporter

nea helping teachers teach

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James A. Harris *President*
Terry E. Herndon, *Executive Secretary*
Susan Lowell *Publisher*
Marshall O. Donley, Jr. *Editor*
Sal Streett, *Assistant Editor*
Dorothy K. Pierce, *Assistant to the Editor*

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Court rules on association suit

MILLIONS IN BACK PAY DUE OVERSEAS TEACHERS

WASHINGTON, D.C.—Nearly 20,000 present and former teachers in American overseas schools will reap back pay totaling millions of dollars as the result of a years-long court battle pressed by NEA and its affiliate, the Overseas Education Association.

In a U.S. Court of Appeals ruling here, the three judges unanimously held that, basically, overseas teachers should be paid the equivalent of their stateside counterparts. The decision applies to persons who have taught in the Overseas Dependent School System, operated by the U.S. Department of Defense, at anytime since April 1966.

"This ruling is a tremendous victory for overseas teachers," declared OEA Executive Secretary Arthur McLoughlin. "It unequivocally mandates equity for these teachers, who have been subsidizing the federal government for years. It's been a long fight. But, that's what the Overseas Education Association and NEA are committed to and will continue to fight for: justice for our members and all teachers, no matter where they may be." McLoughlin estimated that total damages will run to "at least $6 million, and probably much more," and that the minimum amount for any teacher will be $300.

Despite a 1966 Congressional amendment to the Overseas Teacher Pay Act which clearly required equivalency, the Defense Department had persisted in calculating these teachers' pay on the basis of the preceding year's stateside salaries in comparable districts. The Department also refused to credit the teachers with more than two years' experience, no matter how long they had actually taught, when placing them on the salary schedule.

The appeals court ruling demands that overseas teacher pay be keyed to current salaries in U.S. urban districts with more than 100,000 population, as called for in the law. The judges also ruled that the teachers must be credited with their actual experience up to the number of years allowed by comparable districts. OEA says the average allowance is seven years. "Beyond that," added the opinion, "the number of steps, the value of each step and the qualifications therefore must, as closely as practicable, equal the average for the specified districts."

There is no way of knowing yet when payments will be made under the court order, which may be appealed. In the meantime, teachers who believe they are due money can file claims with OEA. They should send their name, current address, social security number, all overseas duty stations, and the time periods taught at each station to McLoughlin at: Overseas Education Association, Room 205, NEA Center.

NEA PANEL PROBES WEST VIRGINIA TEXTBOOK DISPUTE

CHARLESTON, WEST VA.—An NEA-appointed panel held open hearings here December 9-11 on Kanawha County's controversy over allegedly unpatriotic and irreligious language arts textbooks which had been selected for classroom use. A report on the on-site investigation will be issued by NEA later this month.

NEA agreed to investigate "all facets" of the dispute in response to a formal request from the Kanawha County Association of Classroom Teachers.

On October 26, at a rally and march in Charleston, Lauri Wynn, president of the Wisconsin Education Association Council, announced NEA's decision to conduct the investigation, stating: "NEA's position on selection of instructional materials, on First Amendment rights, and on academic freedom is well-known and clearly articulated in resolutions and policy statements of its governing bodies . . . It is our hope and our intent that the findings and recommendations of the inquiry team will be of substantive assistance to educators, students, parents, and concerned Kanawha County leaders in their efforts to resolve the conflict that now disrupts and threatens further disruption of public education in this community."

Wynn was later appointed to chair the panel. Other members of the fact-finding panel representing NEA are Dan Wilburn, a history teacher from Bedford, Va., and John Wilson, president of the Association of Classroom Teachers from Raleigh, N.C. NEA invited the American Library Association, the National Council of Churches, the National Council of Social Studies, and the Association for Supervision and Curriculum Development to nominate individuals to serve on the panel. Representing these organizations respectively were Judith Krug, Valerie Russell, Todd Clark, and John P. Causy. The eighth member, O. Norman Simpkins, chairman of the Department of Sociology and Anthropology at Marshall University in West Virginia, is an expert on the culture and religious traditions of Appalachia.

The panel and Teacher Rights staff consultants are analyzing the origins of the conflict in the hope that this accounting of the Kanawha County controversy may help to alert school boards and educators in other parts of the country to the steps that should be taken in selecting instructional materials and handling citizen complaints in order to avert the educationally shattering experience of Kanawha County.

Answers were sought to such key questions as: What are the rights of parental and community involvement in the selection of public school curricular and supplementary materials? What are the obligations of public school professionals and boards of education to provide for such involvement and, at the same time, maintain responsible control of the schools? Where is the line drawn between legitimate public concern for and criticism of public school curricula and criticism that is illegitimate and educationally destructive?

The textbook protest in Kanawha is not, Teacher Rights officials note, an isolated phenomenon. Similar attempts to ban controversial instructional materials have been made in 1974 in such states as North Carolina, Virginia, Maryland, New Jersey, Minnesota, and Connecticut. In an effort to determine whether centralized organizations and funding are behind these censorship attempts and protests, NEA asks teachers to notify local leaders or staff of any such incidents in their areas and to identify the groups or individuals involved.

NOTICE OF APPLICATION FOR EXTENSION OF DEADLINE OF FIDUCIARY RESPONSIBILITY PROVISIONS OF THE EMPLOYMENT INCOME SECURITY ACT OF 1974

In accordance with the procedures of the Department of Labor, NEA has applied to extend from January 1, 1975, to July 1, 1975, the deadline for adopting the new fiduciary responsibility provisions of the Employee Retirement Income Security Act of 1974. This application has been made for the following benefit plans: NEA Member Life Insurance Plan; NEA Member Accidental Death, Dismemberment and Disability Plan; NEA Member In-Hospital Insurance Plan; NEA Tax Deferred Annuity; NEA Member Prescription Drug Program.

The sections of the act for which extension has been requested are 402, 403(a), 403(b), 403(d), 405(b), 405(c) and 410(a). Following is a simplified explanation of each of these sections: **Section 402**—requires that the plan be in writing and name the people who are in charge of administering the plan together with a description of how the responsibilities of operating the plan are to be allocated. It also requires that the plan specify how it will be funded, how payments from the plan are to be made, and how it may be amended. **Section 403(a) and (b)**—requires that a plan with assets other than insurance policies must hold them in a trust fund. **Section 403(d)**—requires a specific allocation of assets on termination of a pension plan. **Section 405(b)**—places additional responsibilities on trustees for the actions of their co-trustees. **Section 405(c)**—sets forth the ways in which a plan may divide responsibilities among the people who run it. **Section 410(a)**—nullifies any provisions in a trust agreement or other plan document designed to relieve a plan administrator from the standards of responsibility imposed by the act.

NEA has requested an extension for adopting these provisions because the January 1, 1975, deadline did not allow enough time to make the necessary changes to plan documents; negotiate the necessary insurance coverage for plan administrators; consider and resolve the many complex problems raised by the new law.

NEA sincerely believes that the requested extension will not adversely affect the interests of plan participants and their beneficiaries. On the contrary, undue haste in order to meet an unrealistic deadline might have resulted in decisions that would prove to be inefficient or otherwise detrimental to the best interests of plan participants and their beneficiaries in the long run.

Participants in the benefit plans named above or their beneficiaries may submit written comments regarding the requested extension to: Comments — Part 2551, Office of Employee Benefits Security, Labor-Management Services Administration, U.S. Department of Labor, P.O. Box 176, Washington, D.C. 20044.

Doctors Join Employee Coalition

WASHINGTON, D.C.—A nationwide organization of medical doctors has become a member of the Coalition of American Public Employees. NEA is a founding member of the coalition.

The goal of the Physicians National Housestaff Association, declared PNHA president Robert Harmon, is "to strengthen our posture as a national organization and to bring a higher quality of service, including collective bargaining, to our affiliates."

NEA Executive Secretary Terry Herndon expressed his congratulations to the new coalition partner, pointing out that "the continuing expansion of the coalition re-emphasizes the singular effectiveness that a combination of independence and cooperation has brought coalition members." "We gain intensified clout at both the national and state levels from pooling our legal, legislative, economic, and PR resources behind common causes but also maintain our autonomy and integrity as individual organizations," Herndon said.

In addition to NEA, the coalition includes the American Federation of State, County, and Municipal Employees and the National Treasury Employees Union, and 15 state-level coalition affiliates have already been formed.

STATEMENT OF OWNERSHIP, MANAGEMENT, AND CIRCULATION

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   National Education Association (Chartered by special act of Congress—no stockholders); same address as above.
8. Known bondholders, mortgagees, and other security holders owning or holding 1 percent or more of total amount of bonds, mortgages or other securities: None.
9. For optional completion by publishers mailing at the regular rates (Section 132.121, Postal Service Manual): Not applicable.
   In accordance with the provisions of this statute, I hereby request permission to mail the publication named in item 1 at the reduced postage rates presently authorized by 39 U.S.C. 3626: Marshall O. Donley, Jr., Editor.
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1. Sales through Dealers and Carriers, Street Vendors and Counter Sales	—	—
2. Mail Subscriptions	1,369,782	1,474,434
C. Total Paid Circulation	1,369,782	1,474,434
D. Free Distribution by Mail, Carrier or Other Means		
1. Samples, complimentary, and other free copies	3,347	18,566
2. Copies distributed to news agents, but not sold	—	—
E. Total Distribution (**Sum of C and D**)	1,373,129	1,493,000
F. Office Use, Left-Over, Unaccounted, Spoiled after printing	14,972	7,225
G. Total (**Sum of E & F—Should equal net press run shown in A**)	1,388,101	1,500,225

I certify that the statements made by me above are correct and complete.

Marshall O. Donley, Jr., Editor

"Teachers will be one of the most formidable forces in choosing the next President of the United States."

Terry Sanford (right) talks Presidential politics with NEA Executive Secretary Terry Herndon (left) and North Carolina Association of Educators Executive Secretary A. C. Dawson. Sanford told the NEA leaders he would "put an educator in the White House."

There is no goal, purpose, or leadership in education at the federal level now, Georgia Governor Jimmy Carter told the association leaders. He called for a new and expanded role for the federal government in providing "this most important public service to the American people."

TEACHERS LOOK TO NEXT YEAR'S U.S. PRESIDENTIAL ELECTION

LAS VEGAS, NEV.—Teachers will be "one of the most formidable forces" in choosing the next President of the United States, NEA Executive Secretary Terry Herndon declared during a conference here.

Herndon made his comment while two U.S. Presidential candidates told state education association leaders that the federal government should play a far greater role in support of public education.

The Presidential aspirants, Terry Sanford, president of Duke University, and Gov. Jimmy Carter of Georgia, both Democrats, spoke before the 9th annual meeting of the National Council of State Education Associations in December.

The appearances of Sanford and Carter marked the first meeting of Presidential candidates before a major non-political national organization, and provided early input into NEA's Presidential endorsement procedure adopted by the Representative Assembly last July.

"We are in the political arena and we want to influence who becomes President," said Herndon. "This is the first time we have had a national effort for the Presidential campaign."

Herndon told a news conference that "we want to increase federal aid to one-third of the cost of public education. This is a matter of public policy and we need the support of the White House."

He said the "odds favored selection of a Democrat for President, but we have no predisposition toward it." Herndon explained that NEA-PAC, NEA's independent political action arm, was involved last year in 310 Congressional races and 86 percent of the endorsements went to Democrats. Teacher-backed candidates won in 81 percent of these races.

Herndon pointed out, however, that if the Republicans nominate a progressive candidate for President against a conservative Democrat a "progressive candidate would probably get the nod." Herndon did not rule out an endorsement of President Ford "if he were to become an advocate of increased spending in federal aid to education." The President, as a Congressman, voted consistently against federal aid to public elementary and secondary education.

Sanford told the NEA state leaders that the federal government "has to put up at least one-third" of the total school dollar, adding: "Even if I have to go to Washington and see it done myself." Sanford is expected to announce for the Democratic nomination in late January or early February of 1975.

The university president said he agreed with NEA leaders that "teachers should put a President in the White House in 1976" who is an advocate of education. Sanford said he would go a step further than establishing a Cabinet-level post for education, long sought by NEA. "I would put an educator in the White House," declared Sanford.

Gov. Carter, who announced his candidacy on December 12, described education as the "most important public service to the American people." He charged that there was no goal, purpose, or leadership in education at the federal level.

Carter called for a new expanded role by the federal government to education. He noted that the national government—not state and local governments —has the greatest financial resources to provide education with the needed funds to improve education.

NEA Book Club Launched

WASHINGTON, D.C.—NEA Special Services this month announced a new economic program for members: an exclusive NEA Book Club offered through the Literary Guild.

Details of the new program are explained in a brochure now in the mail to all members, NEA Special Services officials said.

NEW MEXICO TEACHER WINS REINSTATEMENT

SANTA FE, N.M.—A tenured high school teacher, refused reemployment for the 1973-74 school year, has won reinstatement in the Penasco Independent School District as a result of a favorable decision in the New Mexico State Court of Appeals here.

Alonzo H. Lucero, cut by the Penasco school board despite his eight consucutive years in the system, was backed by NEA's DuShane Emergency Fund and NEA-New Mexico. The DuShane Fund also provided Lucero with interest-free loans while he was unemployed.

The appeals court upheld an earlier New Mexico State Board decision which refuted the local board's conclusion that no position existed for which Lucero qualified. In fact, the position in question, a special education job, had been filled by another teacher with fewer certifications than Lucero.

How NEA Presidential Endorsement Procedure Will Work

WASHINGTON, D.C.—The 1976 NEA Representative Assembly, the first assembly of the policy-making body under the Association's new constitution, will make a historic first in the 119-year-old history of the Association when some 10,000 certified delegates will decide whether or not to endorse a candidate for U.S. President.

The unprecedented action, calling for involvement in the 1976 Presidential sweepstakes as the nation prepares to celebrate its 200th anniversary, was launched when the 1974 RA approved a report of the Special Ad Hoc Committee to Develop an NEA Presidential Endorsement Procedure.

The move is aimed at completing a full cycle of teacher involvement in the political process at the federal level, first in the Congressional elections, and now in the top political prize of them all—the White House. A massive thrust of teacher political activity resulted in successful sweeps for four out of five pro-education candidates endorsed by teachers in both the 1972 and 1974 Congressional elections.

"Teachers have demonstrated their political prowess in the Congressional elections, and they now will use this influence to put an advocate of education in the White House," declared NEA President James A. Harris.

NEA-PAC, the Association's political action committee, will determine the procedures it will use in (1) assessing voting records, statements, and positions of candidates, and other political information (2) framing questions for candidates based on NEA policy and the federal legislative program (3) conducting candidate interviews (4) preparing an official ballot to be used by certified 1976 RA delegates and (5) drafting a recommendation which it may make to the 1976 RA.

NEA-PAC will provide the 1975 RA, meeting July 3-8 in Los Angeles, with information on possible candidates and issues. An assessment of delegate attitude toward the endorsement procedure may be conducted at that time.

From September 1975 to June 1976, NEA members will be provided with information on issues and candidates through national, state, and local communications channels. At that time, member attitudes and opinions will be assessed through organization channels and surveys on a regular basis.

Following assessment of their positions, declared Presidential candidates will be invited to address the 1976 RA Assembly meeting June 25-30 in Miami Beach.

Mail ballots will be sent to delegates within two weeks following the last major political party nominating convention, possibly in late August to early September.

NEA-PAC will have one week after the last nominating convention to approve an official ballot. The ballot will be mailed to delegates within one week after it is approved. NEA-PAC may also recommend a choice to delegates which must be mailed three days prior to the official ballot.

If the ballot contains more than two options —for example, two candidates and "no endorsement"—a simple majority is required. If, however, the ballot contains two choices, 58 percent is required for endorsement.

NEA-PAC is made up of a group of NEA elected officers and of representatives of all state associations and minority caucuses.

A tentative timetable of the Presidential endorsement procedure was published in the August 1974 NEA Reporter.

UniServ

To help NEA state and local affiliates strengthen themselves, NEA recruits and trains hundreds of persons to serve the united profession through UniServ—a program providing direct staff assistance to teachers across the nation.
More and more of these UniServ workers are women. Here five of these women tell of their role in the program.

MONTANA

Sondra Williams, UniServ director,
Great Falls Education Association

"Personally, I feel very, very strongly about teachers and the teaching profession. This job gives me more of an opportunity to help make teaching the kind of profession that attracts the best people because I think it's one of the most important things that our society does. And I think that our society's values and attitudes have changed and teaching as a profession hasn't kept up with those changes.

"When I taught—I taught seniors—some had gotten jobs two weeks after they graduated that paid more than I was getting. Their attitude when they came back to visit was 'are you still here?' Unfortunately too many people reflect the attitude that if you had anything going for you you wouldn't be a teacher.

"I think the only people who can change these mistaken ideas about teachers are teachers . . . and a big part of my job is to make them believe that.

"I was assigned here in July 1974, and while the Great Falls Education Association has as members 800 of a possible 900 teachers in the school district, they had never been assigned a permanent staffer.

"Consequently, a large part of my job was convincing teachers that I was their employee.

"For example, soon after I arrived here, I made a very straightforward speech to teachers in an orientation session I told them I was here to work for teachers and that they could expect differences in their lives because for the first time there would be someone on their side who couldn't be bought off or intimidated by the administration. I also pointed out that school boards are highly organized for the purpose of preventing teachers from expanding their rights and that even building level administrators were very interested in keeping teachers down because it made their jobs easier.

"A wave of critical remarks surfaced following that speech. They came primarily from women who said I had been rude—that it wasn't so much what I said, but that I shouldn't have said it because a school board member and the superintendent were present. They admitted in many cases, that it really wouldn't have been so offensive had a man said the same things, but a woman just wasn't expected to take that kind of position."

CONNECTICUT

Nerman M. Dobynes, UniServ consultant,
Bridgeport UniServ District

Dobynes talks with fellow UniServ Consultant Clifford Silvers.

"I've been with the UniServ program since last fall. Prior to that I was at Teachers College at Columbia University working on my master's degree in politics and education. I have not taught full-time, but I have student taught.

"We are UniServ unit 12 in Connecticut, including four locals—Monroe, Trumbull, Fairfield, and Westport. We have approximately 2,000 members.

"My day begins generally around 9 or 9:15. If I have any appointments that morning I take care of those, and I receive telephone calls during the morning. But most of the activities take place in the afternoon and evenings because teachers are in school during the daytime. I try to visit the schools—at least one school per day. I go during the lunch period so I can have a chance to speak with the building representative, who in turn can introduce me to the teachers and we can discuss their problems over lunch.

"In the afternoons I might go to a negotiation session, or possibly to a grievance hearing. In the evenings we do most of our planning and public relations work, such as preparing newspaper ads.

"My goal is to get the teachers to feel that they can call on their UniServ staff person at any time, no matter how small the problem is. Sometimes if we had been involved from the outset of a problem, many things could have been avoided and they might not be in the situation that they are in."

Women

CALIFORNIA

Linda Boitano, executive director, West Orange County United Teachers

"I've been a UniServ director since 1970, and I taught for 11 years before that—three years in Cupertino, in northern California, and eight years in Palos Verdes near Los Angeles.

"The area I now serve includes 1,600 members in three teacher associations. Each of the three associations is completely individual in its activities and programs—West Orange County United Teachers is the umbrella name for cooperative programs and UniServ.

"Right now we are doing a lot of grievance processing. We have been pretty successful and are proud of the accomplishments we have made in negotiations—we feel that not only is it important to get a good agreement but you also have to police it. We have been processing grievances and working with the school administrations in trying to resolve conflicts before they blow up into something bigger than they need be.

"I really think a UniServ director represents all three levels of the profession. When I go into a school and teachers say 'What about NEA—we never see them?' My response is that you're looking at them—because I am NEA, and I am the California Teachers Association, and I am the local. It is the idea of the united teaching profession that makes this all possible, and I feel that a much stronger program is delivered to our teachers that way.

"The most challenging part of UniServ work—the hardest part—is meeting all the needs of members. There is never enough energy or time."

FLORIDA

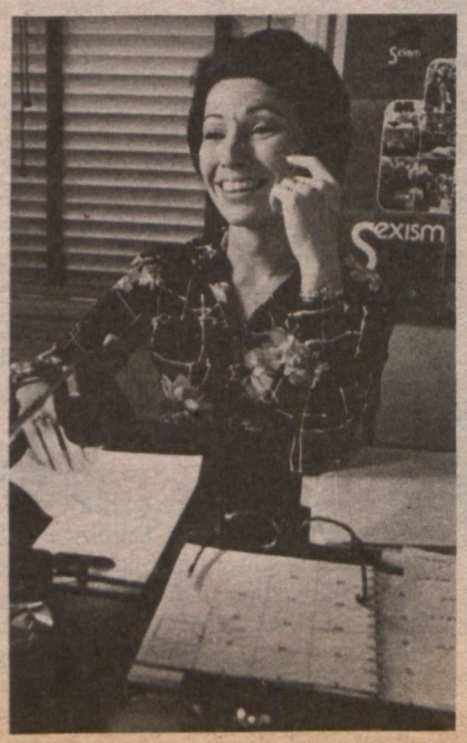
Debra DeLee, assistant executive director, Broward County Classroom Teachers Association

"This is my first year in Florida and my first year as full-time UniServ staff. I came from the Queen Bee local in suburban Chicago, and I guess I got involved in UniServ the same way a lot of others have—through a crisis situation. The Queen Bee local was out on strike and we started a fight. And once you start the fight you just don't give up. I was, at the same time, president of my local, chief negotiator, part-time UniServ, and full-time teacher also. And unfortunately the full-time teacher was the one that started to suffer, and when that happens it's the kids that suffer, so I decided to devote my time to UniServ full-time.

"We have about 4,400 members now here in Broward County, out of a potential of 6,400 teachers. The county is divided into three districts. There is an executive director and two assistants; we each have one district.

"My day begins at 7:30 if I am going directly to the schools; if I come to the office, I'm here by 9. And the day usually ends around 11:30 at night, when meetings and everything else is done.

"I've been asked if, as a woman in UniServ, I have found much sexism. I don't think so. I think in all reality that teachers have reached the point where they accept their staff for their capabilities and do not necessarily judge them by their sex or race or whatever. There are some people to whom I would have to be twice as good, solely to satisfy them that I can do the job."



WISCONSIN

Suzanne Flores, UniServ director, Winnebagoland UniServ Unit-South

"I've been here at Winnebagoland-South since last February. Like most of us who started out, I was very active in my local association as a teacher and decided that since I was so committed and involved in association work, I might as well get paid for it.

"I've always believed a great deal in the UniServ program . . . that the local association should have somebody accessible that they feel they have some ownership in. The UniServ program is a program, not just a person.

"I service nine locals in the Fox Valley area, which includes about 1,330 teacher members. Besides visiting these locals, handling grievances, and other routine matters, I try to visit each school on a regular basis. And I try to get in the teacher lounges as much as possible, rather than just talking to teacher leaders. My schedule also includes training teachers in negotiations. Currently, I am sitting at the negotiations table here in Fond Du Lac. I will also be accessible to the other eight locals when they begin their negotiations.

"So far it's been a tough but rewarding experience. I don't mind saying that I've had to cope with additional problems because I'm a woman. I've not noticed too many problems because I'm Indian and Spanish. But none of these problems have been insurmountable."

TEACHER BARGAINING 1975

CONTRACT BARGAINING IN A YEAR OF INFLATION AND TEACHER 'SURPLUS'

WASHINGTON, D.C.—What is the "climate" for collective bargaining this spring between teacher associations and school boards? What will be the priority items on most bargaining tables?

Salaries remain teachers' top concern, NEA researchers and negotiation specialists around the country have found. Efforts to bring up tragically low salaries in many areas have been sabotaged in recent years—first by the wage-price freeze and, since the lifting of controls, by the steepest inflation rates in a quarter century. The 12.1 percent jump in the cost of living between November 1973 and November 1974 has more than wiped out most of last year's teacher salary gains. Except where pay has been readjusted periodically by a cost-of-living escalator clause, associations need to negotiate increases of at least 12 percent just to "catch up" again—that is, to restore the lost purchasing power of teacher paychecks. Preliminary indications are that more associations than ever will be negotiating cost-of-living clauses this year, to link salary adjustments to the consumer price index.

Some school boards may take advantage of the present inflation-recession crunch to plead budget problems when faced with teacher demands. NEA negotiation experts suggest that associations be aggressive in challenging the factual basis for such a claim. In the past year, boards have managed to find the money to cover skyrocketing costs of fuel, paper, and other items hit by inflation. It's time to force them to look a little harder for the money needed to keep teachers' heads above the inflationary waters, negotiation experts say. Teachers can no longer be expected to subsidize school systems.

Benefits will be another priority item in 1975 negotiations, as associations push for better packages including family health insurance coverage, dental plans, sabbatical leave, and other items.

One other issue that promises to become a more pressing one this year is job security. "Financial exigency" or enrollment declines in a number of colleges and school districts have already led to teacher layoffs, and more are threatened. Of course, there are better ways to trim a budget than by gutting the teaching staff, and joint parent-teacher-community efforts can often persuade a board to economize elsewhere. But NEA negotiation researchers advise associations to consider getting a RIF (reduction in force) clause in their contract, just in case, to safeguard teacher rights.

The ideal clause would guarantee "no RIFs" through a certain date. Short of a flat-out guarantee, NEA experts recommend bargaining for a pledge that RIFs will be accomplished only through attrition and then only in the event of certain dire circumstances, which should be defined as narrowly as possible.

TEACHER 'SURPLUS'— IS IT OVERSUPPLY OR UNDERDEMAND?

WASHINGTON, D.C.—Teacher supply and demand statistics vary with the definitions and assumptions used in the counting, but there is general agreement that the employment market for teachers is tight and getting tighter, as America's birth rates continue at record low levels. Elementary school enrollments have been declining since 1971; secondary enrollments will feel the impact by 1977. Average daily attendance in the public schools is projected to drop by some 5 million students in the 1972-82 decade.

Birth rates, which began to fall in 1961, are predicted to remain low. In any case, a sudden upswing in births could not affect the schools until 1979 at the earliest, NEA Research points out.

Job openings in teaching during the next 10 years will be largely the positions vacated by teachers leaving active service without protection of sabbatical or other leave. The job shortage for teachers and for college graduates generally, however, has contributed to reductions in the rate of voluntary separation from teaching because teachers know they will face fierce competition if they wish to reenter active service at a new location or at a later time.

The worsening economic picture also adds to teachers' difficulty in finding jobs. Hard times mean less turnover, because fewer teachers can afford to resign or retire. In 1974, less than half the nation's almost 300,000 teaching graduates found teaching positions.

But is there *really* a surplus? Of would-be suburban English teachers, apparently *yes*. But in vocational/technical areas, special and bilingual education, education for the handicapped, and other fields, as well as in many rural areas, *no*.

Even where there seems to be a surplus, it could be largely absorbed if the school establishment—from the federal government through the state education departments to the local school boards—were to make the commitment to improve school standards at last, after so many years of booming enrollments, teacher shortages, and "making do." NEA Research has estimated it would take 600,000 new teaching positions to bring the quality of the public schools' offerings and services up to acceptable *minimum* levels; that is, to replace the thousands of teachers with substandard qualifications, to reduce teacher misassignment, to provide special education for all who need it, to expand enrollments in kindergarten and nursery programs, to reinstate vocational, remedial reading, and other courses, and to lower class size maximums to 24 in elementary schools and pupil loads to 124 in secondary schools.

Belying the alleged teacher oversupply are the problems of understaffed, inadequate schools throughout the land, in the inner cities particularly, the barrios of the Southwest, Appalachia, migrant worker camps, Indian reservations, youth detention and correction centers, and economically depressed areas where large numbers of youth are the victims of educational neglect.

DECLINING ENROLLMENT: "The figures are too deadly not to be dealt with"

NEA Instruction staff member Bernard McKenna (standing) was one of several NEA and California Teachers Association observer-participants at the Declining Enrollment Conference. Others included NEA Executive Committee member Roberta Hickman, CTA curriculum and instruction executive Robert Stahl, and CTA regional executive Vincent Amendola.

CUPERTINO, CALIF.—Teachers in this suburban city took action this winter to counter a cancer that is facing many California school districts—declining enrollment.

The Cupertino Education Association called together teachers, school administrators, parents, and interested citizens for the first Declining Enrollment Conference in the state. The call paid off as some 140 conferees gathered—60 percent of them parents from the community.

Declining enrollment is a reality in Cupertino. In the 1963-64 school year, new enrollment stood at plus 2,031 students. By the 1974-75 school year, new enrollment had plummeted to minus 685, and according to Sylvia Kyle, CEA president, "The figures are too deadly not to be dealt with."

The Declining Enrollment Conference saw both California Teachers Association and NEA participation in the form of listening to what teachers, parents, and administrators had to suggest as a means to solving the problem.

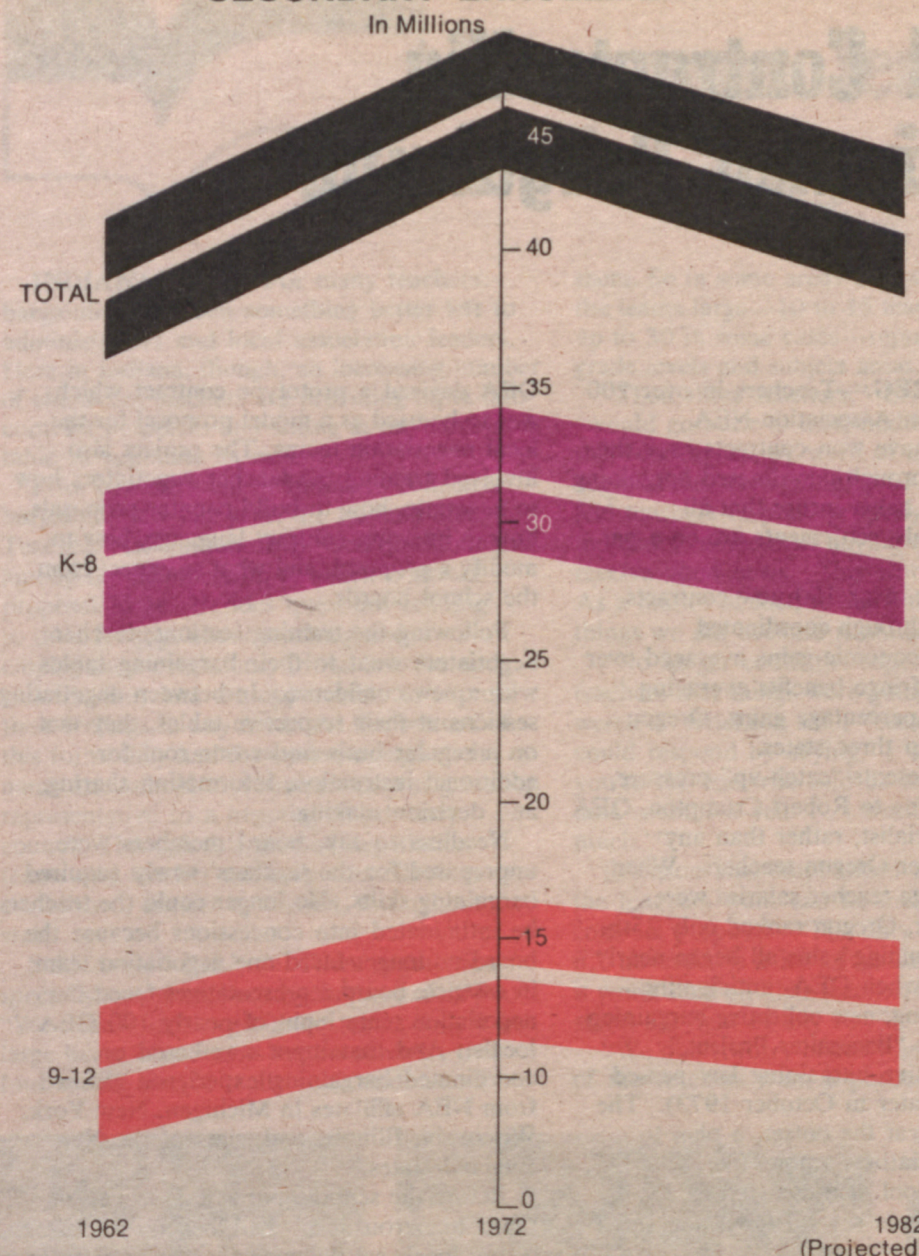
Four topics were brainstormed: educational facilities, school consolidation and progress, staff realignment, and finance.

Though no panaceas were discovered, the conferees came up with these suggestions, among others:

- Reduce class size; set a class-size maximum instead of an average
- Lease unused school space and buildings to other agencies, keeping them available to fill later school needs
- Provide one-of-a-kind programs for some students
- Establish an agreed-upon policy before teachers are transferred from schools which lose enrollment
- Reduce administrative services too if teaching staff is cut
- Eliminate teaching principals
- Eliminate nonprofessional school helpers
- Place "excess" teachers in support positions to improve classroom programs
- Work for a higher federal priority for education fundings.

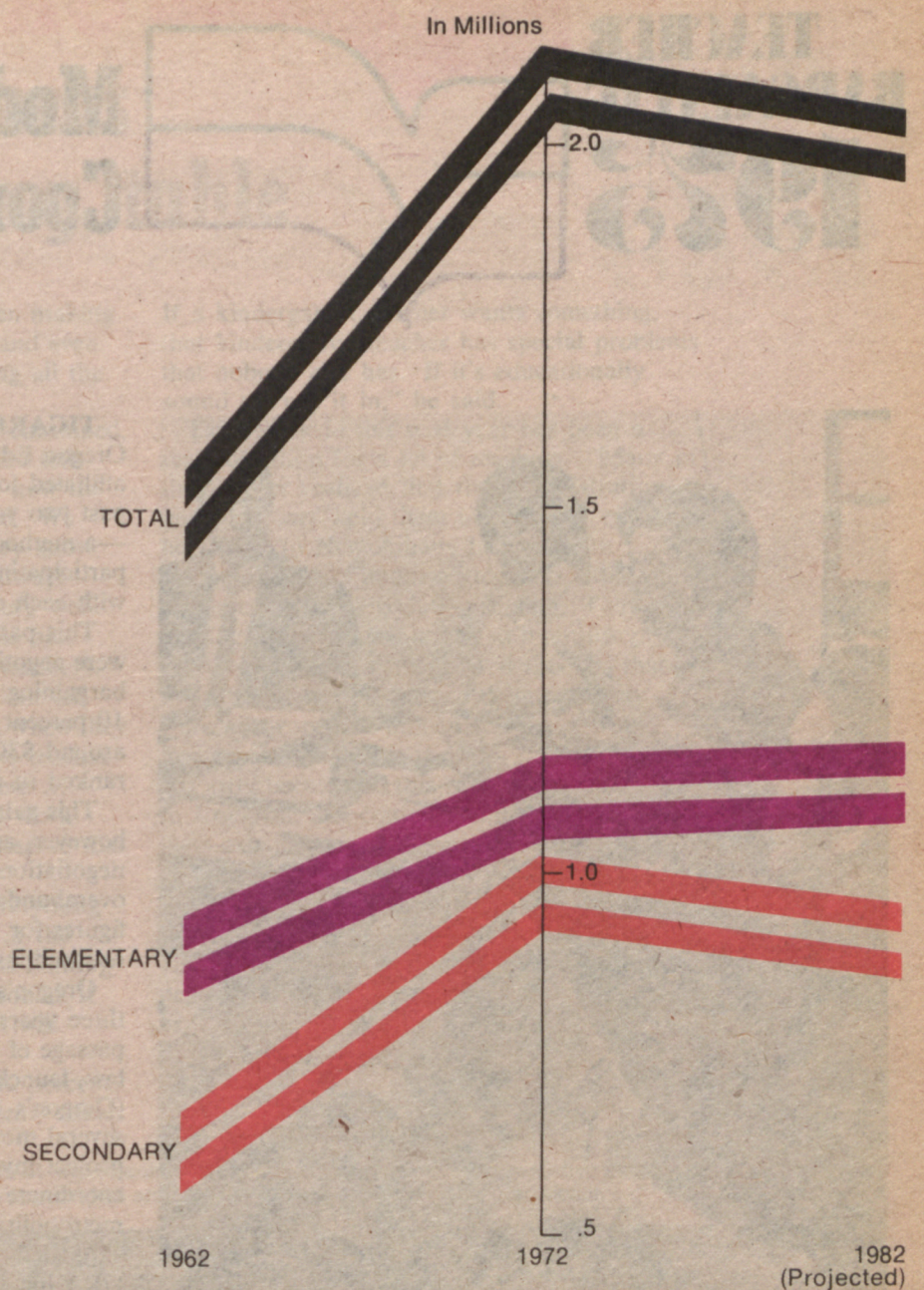
The conferees also listed this idea: Do not close schools to save money, but only to improve education.

PUBLIC SCHOOL ELEMENTARY AND SECONDARY ENROLLMENT



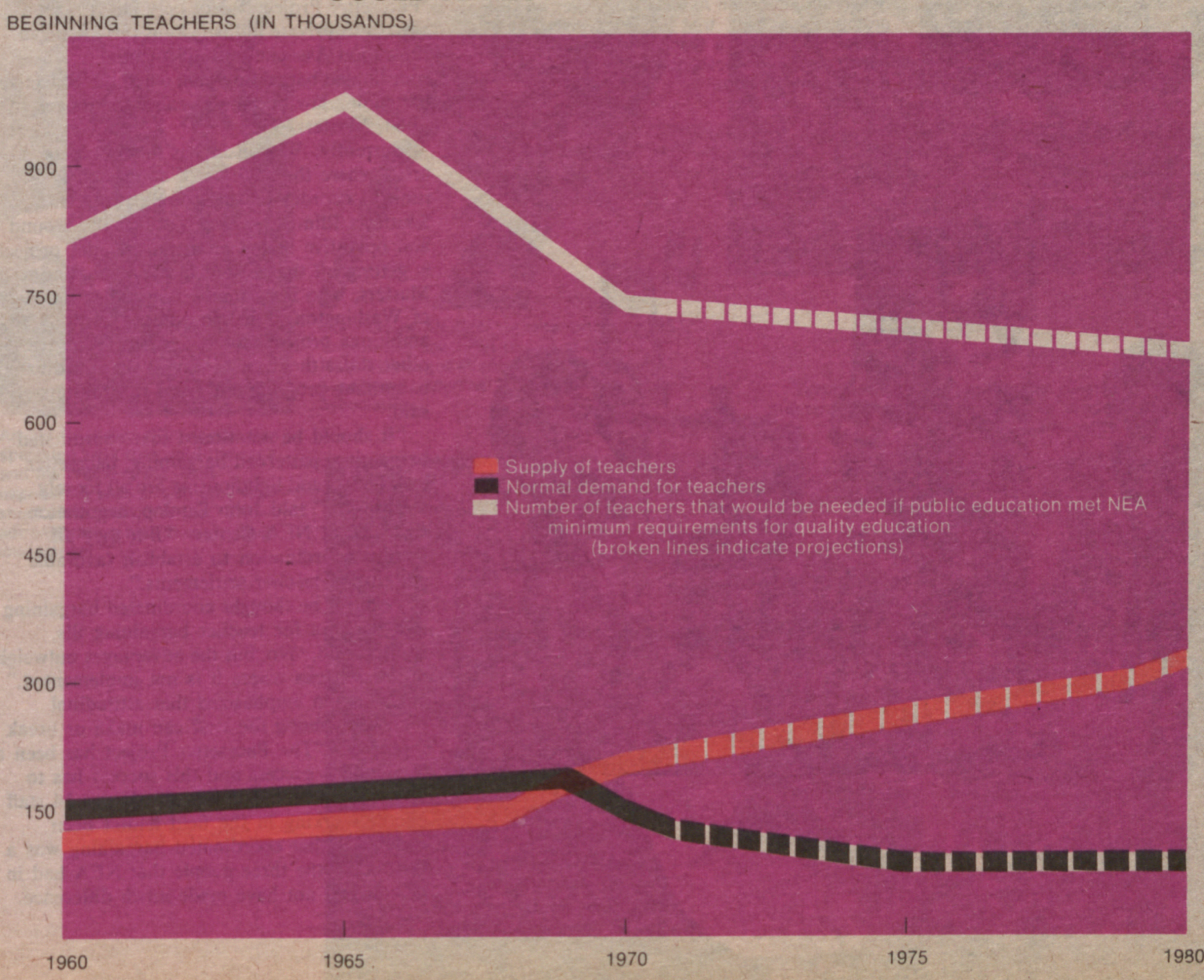
From U.S. Office of Education's **Projections of Educational Statistics to 1982-83.**

PUBLIC SCHOOL CLASSROOM TEACHERS



From U.S. Office of Education's **Projections of Educational Statistics to 1982-83.**

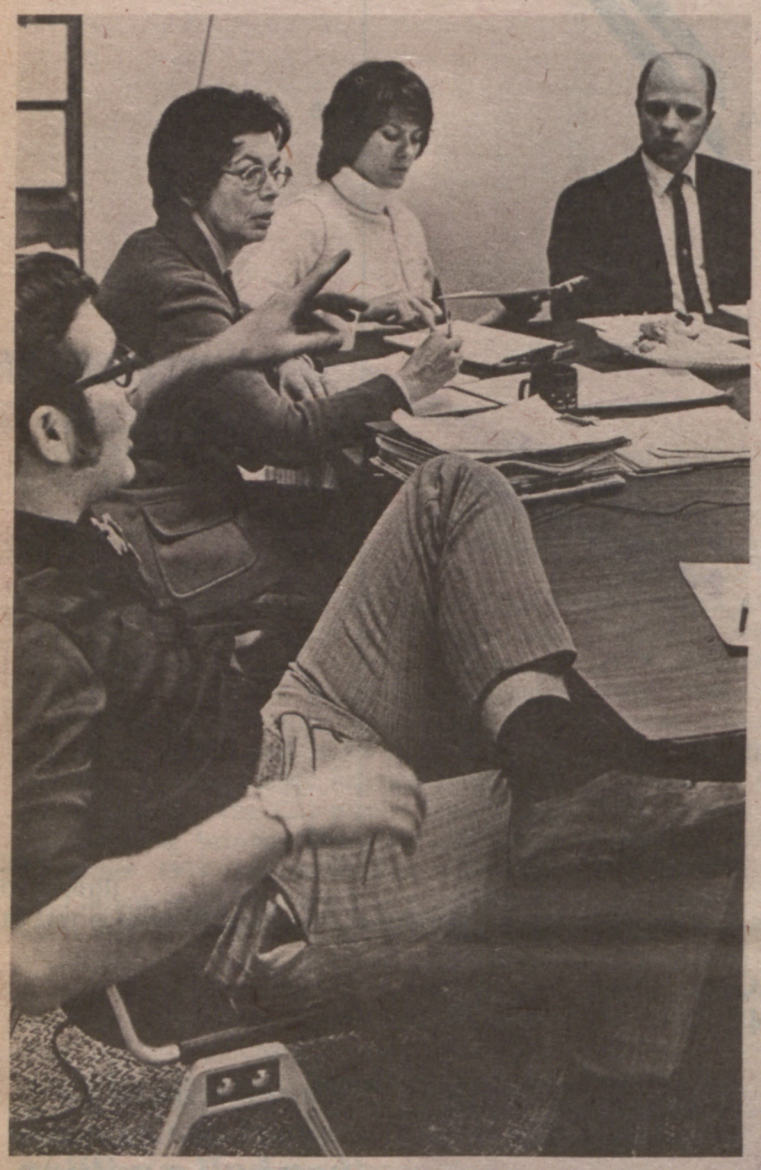
HOW DEMANDS FOR QUALITY EDUCATION COULD AFFECT TEACHER EMPLOYMENT



"There would be a shortage of more than half a million teachers if school systems were raised to minimum levels of quality."

TEACHER BARGAINING 1975

OREGON
Model Contracts Via Coordinated Bargaining



TIGARD, OREG.—Teachers in over 200 Oregon Education Association-NEA affiliated locals have won contracts over the past two years through coordinated bargaining —a method that helps ensure that all participating locals' settlements are on a par with each other.

This past year, over 150 new contracts were negotiated through coordinated bargaining and economic gains averaged over 10 percent with fringe benefits averaging around $30. In percentage gains, Oregon ranked in the top three states.

This gain represents "catch-up" pressure, however, according to Robert Crumpton, OEA negotiations specialist, rather than any overabundance for Oregon teachers. When figures for average teacher salaries were released last year, Oregon ranked only 25th.

Oregon's bargaining gains all began nearly three years ago when OEA, anticipating passage of a strong, new collective bargaining law, launched its "Pacesetter Project." (Oregon's collective bargaining law passed several months later in October 1973). The project involved, at the outset, a plan to coordinate negotiations among five metropolitan school districts. It was soon expanded to include several large and small OEA locals.

With the help of NEA negotiations staff, OEA devised a prototype contract which was to be used as a model proposal for the local negotiation teams. The project also involved training the teacher negotiators how to negotiate, how to build counter-proposals, how to interpret contract language, how to modify a proposal, and what to expect from the school boards.

Following the training sessions, teacher negotiators went to their bargaining tables with a new confidence. In between negotiating sessions at their respective tables, they met on a regular basis under one roof for additional instruction, information sharing, and decision making.

Needless to say, board members were unprepared for the teachers' newly acquired bargaining skills. No longer could the teachers be intimidated into concessions because the board no longer faced one negotiation team; in essence, board representatives faced the negotiation team input of nearly 100 OEA locals. And that input was based on coordinated bargaining experience gleaned from NEA affiliates in Michigan, New York, Wisconsin, Illinois, and some of the New England states.

Before the school boards knew what hit them, numerous locals had locked up contracts. These locals set the pace for what was to soon happen throughout Oregon.

Systematic coordination is not a new concept, said Frank Masters, NEA negotiation specialist and one of the authors of the "Pacesetter Project." Not only has it been a pattern in private industry, but the Michigan Education Association implemented a coordinated bargaining plan when the collective bargaining law became a reality there back in 1964, Masters said.

Currently, Wisconsin has a number of areas where the state association staff is running coordinated bargaining projects. Southern Illinois has a project off the ground and operative at the moment. A pilot project is getting off the ground in Montana, and Masters, who is currently assigned to the state of Washington, is helping plan a "very ambitious project" there. "Also, there are other states that are looking at the coordinated bargaining program and want it," Masters said.

"It should be mentioned that coordinated bargaining, patterned bargaining, pacesetter bargaining, and lighthousing are all loosely used terms," said John Dunlop, negotiation specialist at NEA Center. "But they all involve coordination to establish favorable patterns in teacher settlements."

Asked if he thought coordinated bargaining is a panacea for teacher bargaining ills, Dunlop said, "No, but the advantages outweigh the drawbacks where it is not implemented."

Crumpton emphasized that attitudinal readiness among the staff can make or break a project. "The Pacesetter Project has been a tremendous success and this success has to rely heavily on the state staff. If our 14 staff people working in the field hadn't been convinced that coordinated bargaining was a good idea, the three people that NEA had in here would not have made much difference.

Joyce MacKenzie (below, left), president of the Beaverton Education Association, waves an OEA prototype contract that is being used as a model proposal at a teacher negotiations committee meeting. Above, teacher negotiators debate a contract item.

INDIANA

Classroom teachers at the bargaining table

INDIANAPOLIS—For many teachers, bargaining has been something better left to administrators and local association leaders. Here in Indiana, though, an increasing number of classroom teachers are providing input into contract proposals and sitting at the bargaining table to negotiate as well.

Prior to enactment of Indiana's collective bargaining law last year, the Indiana State Teachers Association distributed questionnaires among the membership to solicit contract proposal ideas. Besides questions relating to their feelings about teaching and employment conditions, fringe benefits and salaries, they had the opportunity to express their feelings in any area. At the bottom of this form, they had the option to sign their name and school to volunteer as a negotiation representative to a negotiation advisory council. Through this method negotiation teams and teacher advisory councils were established, district by district, throughout the state.

Said Arnold Erickson, NEA negotiation specialist assigned here by request of ISTA: "We believe that negotiation teams should be large because contracts are so complex that four or five people really can't understand them. So in some areas we have been making the teams large—10 to 15 teachers and even up to 30 in some cases—representing all the grade levels and subject areas."

"Then these teachers," Erickson continued, "would go back to their buildings and tell their colleagues, by word of mouth, how the negotiations were going, good or bad. We feel teachers respond properly if they know the truth, rather than having them always receive good news. This worked very well. As a matter of fact, it was one of the best things we did because it united the teachers."

"No longer could the superintendent tell teachers that things were going well when they weren't," Erickson said, "because the teacher could respond by saying, 'I was there . . . you're the one who told us we only work nine months a year . . . we don't deserve that much.' "

Erickson also emphasized that everything the teachers want can be included in the contract proposal. "The only criteria limiting it," he said, "is if it's educationally sound, if it won't hurt another teacher, or if it will stand the light of day . . ."

"We don't worry about whether 90 percent of the teachers want a particular item, either. If a kindergarten teacher wants something, that kindergarten teacher has special problems that nobody else has. If it's educationally sound we put it in," he said.

Erickson said this past year has been a real education for a lot of teachers. "Many of them never realized that the administration and the board held them in such low esteem," he said. "In New Albany last year, for example, we had about 65 teachers sitting in on almost every negotiating session. They kept coming back because it was so interesting. They were really surprised and shocked that the school board would tell them that they were not worth the money and that it could find replacements for them."

Partly because of this revelation, according to Erickson, association memberships have been expanding and there has been no problem getting teachers involved in association work.

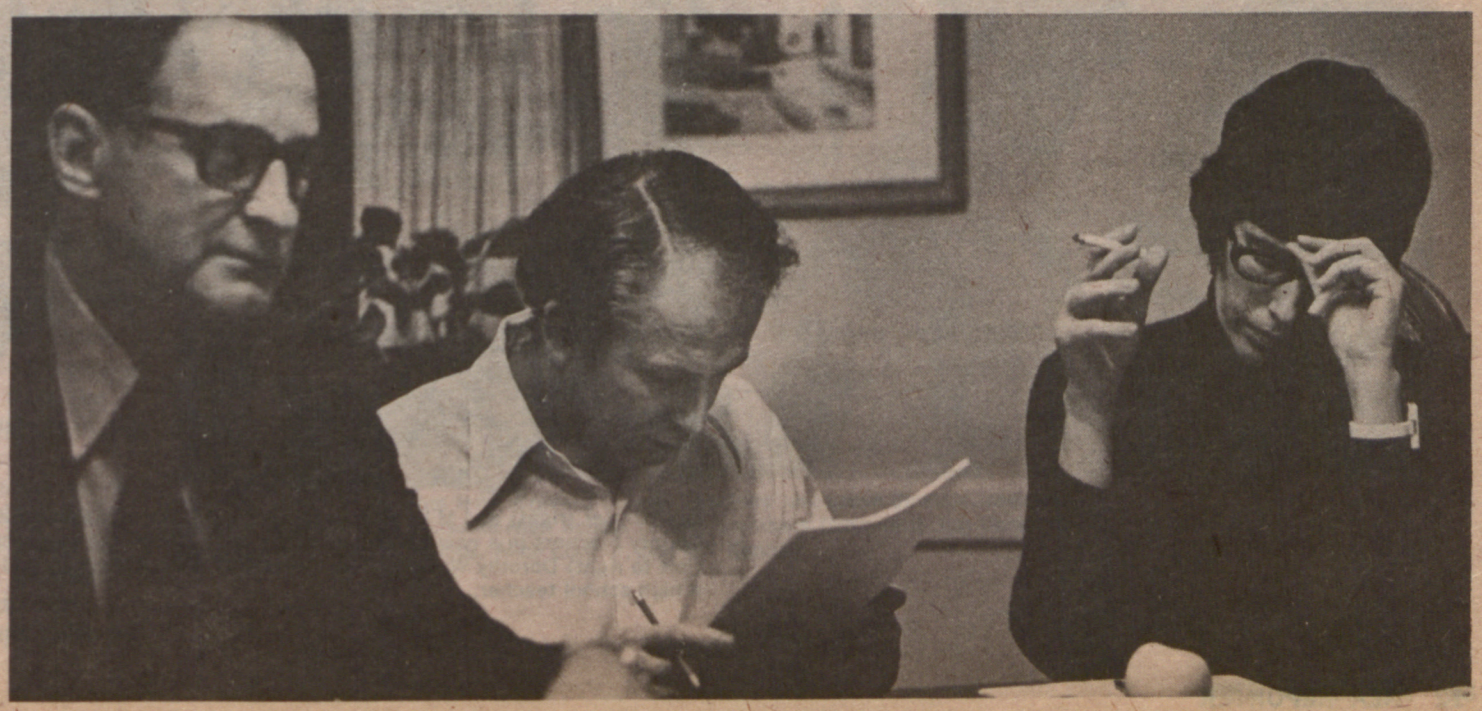
"Right now we have a large reservoir of teachers who sat in on negotiating sessions last year that now want to be part of the negotiating teams," Erickson said. "It's really exciting to see the rank and file becoming that involved."

Arnold Erickson, NEA negotiation specialist says that until the rank and file teachers sat in on negotiating sessions, "many were shocked to learn that the administration held them in such low esteem."

Bill Fellows, UniServ representative and ISTA negotiation specialist is part of the ISTA-NEA negotiations team which lends bargaining expertise to Indiana local associations.

Teachers at an Indiandapolis Education Association representative assembly meeting express approval of an item for inclusion into a contract proposal.

Teacher negotiators in the Pike Classroom Teachers Association review their contract proposal for corrections, deletions or additions after it had been translated into contract language by Arnold Erickson, NEA negotiation specialist.



TEACHER BARGAINING 1975

FLORIDA
NEA Teachers Gear Up for Bargaining

Florida association director George Auzenne
"We are mounting a fantastic effort to prepare teachers for collective bargaining."

TALLAHASSEE—NEA teachers throughout Florida are gearing up for a massive bargaining effort under a new state law.

"Our goal is to go from the era of collective begging into the era of collective bargaining," said George Auzenne, executive director of NEA's affiliate, the Florida United Service Association. "For too long teachers came begging, hat in hand, without any hope of relief or that their employers would understand the plight of the classroom teacher," he said. "Now we have a law that requires school boards to bargain with teachers in good faith. I expect that by the end of the 1975 academic year, nearly 85 percent of Florida teachers will be serving under collective bargaining agreements."

FUSA became the state arm of the united profession in Florida last fall, replacing the old state association, which was ousted because of efforts by its leadership to de-unify local affiliates and to bring about a merger with the American Federation of Teachers (AFL-CIO). FUSA has already enrolled 27,000 teachers, making it the largest teacher organization in the Sunshine State. Its county affiliates will be bargaining for the majority of Florida teachers under the new law.

Auzenne stressed that the mere fact that a bargaining law exists does not mandate that gains will be made under the law. "Our success depends upon effective organization, the leadership capabilities of our local leaders, and the participation of our members," he said. "Fortunately, we have excellent local leaders and a highly informed membership in Florida, and we are mounting a fantastic effort to prepare them for collective bargaining."

Leon County Teachers on the Move

In the Tallahassee area, Leon County teachers are strongly optimistic about the effects of the new bargaining law. "There is nothing that can limit our successes in this county except teacher involvement and teacher desires themselves," said Leon County Teachers Association President Lee Winzler. "As long as teachers see improvements they need, we will work for them."

Leon County teachers are preparing for negotiations under the new law, but bagaining is not new to them. For six years they have been attempting to bargain with the school board. "We have been pressing for a master contract," said Mike Makowsky, the Leon County UniServ director, "and though we have not yet succeeded at this, we have made substantial progress over the years."

Before an association begins bargaining under the state law, it must be recognized by the Public Employees Relations Commission as the bargaining agent. A school board can designate a bargaining agent under the law—

Lee Winzler (right) and Mike Makowsky (second from right) are leading Leon County teachers in a new bargaining effort. Also discussing bargaining here are (left to right) Dorothy W. Bailey, an elementary school teacher, and Jerry V. McBee, a high school teacher.

and in Leon County the association has a majority of teachers as members, but LCTA officials don't expect to be designated without an election. "A union group in the county has been able to get at least 10 percent of the employees to sign a 'show-interest' petition," Winzler said, "so we are preparing for an election."

"At the same time," he went on, "we are training our people to go to the bargaining table because we expect to win that election. As a matter of fact, we would like to win the election with as great a plurality as possible because we feel that if we can win by a substantial margin, we will show greater strength to the school board when we begin bargaining."

Winzler and Makowsky see an unresponsive county administration as the major educational problem in Leon County. "They place their priorities on administration and very little on teaching and the instructional level," said Winzler. "The bargaining process—by designating where dollars will be spent—will prioritize our budget in a fashion that will allow teachers to have a say in what those priorities ought to be."

Teachers Involved in Broward County

In Broward County, north of Miami, the Classroom Teachers Association is involving nearly every one of the 6,300 teachers in plans for collective bargaining.

Back in November, the association created a Collective Bargaining Council made up of representatives from every school in the county—nearly 150 of them. In addition, the council includes representatives from special interest groups of teachers—teachers of handicapped children, coaches, librarians, counselors, etc.

But the council is just the first step to teacher involvement in Broward County. The council has devised a questionnaire that has gone to every teacher in the county, soliciting ideas for bargaining from teachers at large. Further, council members are holding meetings in every school to gather bargaining suggestions.

"The reason we are involving all these members," explained Executive Director Norm Young, "is that once we go to the school board and put our proposals on the table, we want to be sure they are proposals made on behalf of the 6,300 teachers in the county, not on behalf of a small group of leaders sitting around an office deciding what is good for teachers.

"If the school board slams the door on our negotiators; it won't be in the faces of a 15-man negotiating team: it will be in the faces of 6,300 teachers of the county."

The Florida law mandates an impasse procedure if teachers and school boards do not come to agreement within 60 days or not later than 70 days before the school budget is submitted.

The law provides two solutions to impasse: Both parties can agree on a mediator or, failing that, a master is named to serve as a fact-finder. "The fact finder would hear the case from both sides, then make a determination and recommendations," Young explained. "If neither party acts to oppose the recommendations, they automatically take effect after 15 days."

Young believes that collective bargaining success is dependent upon solidarity of teacher-members. "Collective bargaining is 85 percent *collective* and only about 15 percent *bargaining,*" he said. "The greatest bargaining team in the world will come away from the table empty-handed without the support of the members they represent."

One matter of concern to Broward County teachers is their salary schedule, which was unilaterally adopted by the school board last year. The schedule included good increases for many teachers, but, Young said, "the regrettable part was that those people who got the least increase were those who had made the biggest commitment to Broward County and had been here the longest—the career teachers."

It is inequities such as this that the county association will seek to correct under the new bargaining law.

Teachers Ready To Bargain in Brevard

"We have already trained our collective bargaining team here in Brevard County," Eric Jon White, Classroom Teachers' Association executive director, said. "Teachers here in the Space Center area embrace the collective bargaining concept as a true and viable process giving teachers a just and equitable voice in their destiny."

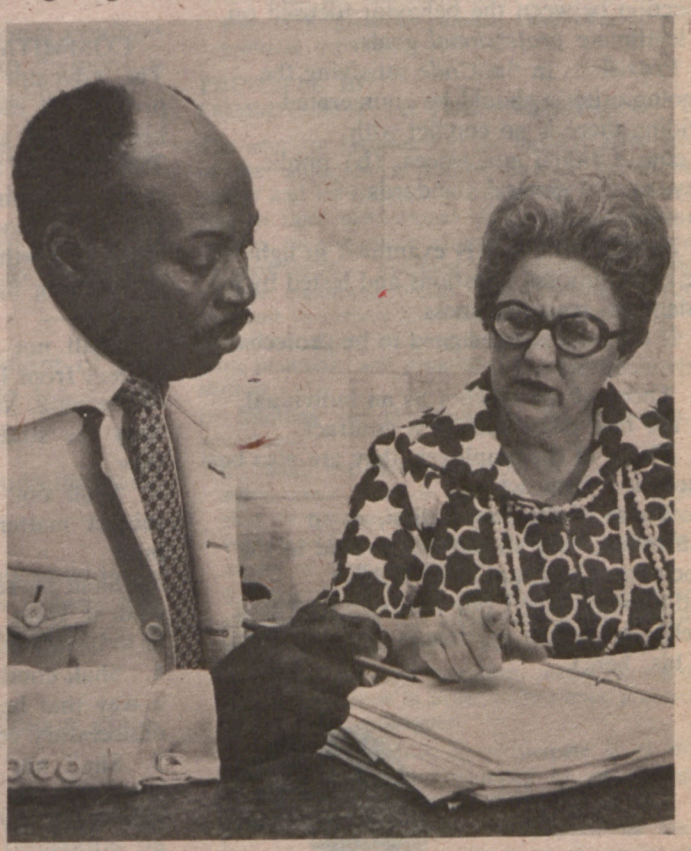
White and CTA President Mary Virginia Quarles represented teachers before the School Board of Brevard County in December, asking that the association be named bargaining agent. They urged the board to "join us in our quest for educational excellence," but the board decided not to grant recognition. Instead, an election will be held so teachers can choose between the 1,400-members association and the Brevard Federation of Teachers, which claims some 400 members in the county.

Meanwhile, the association is educating teachers about the collective bargaining process. As in Broward County, the association has sent questionnaires to teachers to solicit bargaining suggestions and to discover what problems are bugging them. The association has also set up bargaining representatives in all of the 67 county schools to help feed bargaining ideas to the negotiation team.

"The number one concern of Brevard County teachers is for higher salaries," White said. "But there are other concerns cropping up too—fair dismissal policy, better grievance procedures, a dental plan and other fringe benefits, and more."

"I've dealt with school boards before," White said (he was a negotiation specialist for the West Virginia Education Association before coming to the Orlando area), "but this time it is different. Florida has acted as a leader among southern states by enacting a law which elevates public employees to a status of dignity their private-sector colleagues have enjoyed for many years. And we are going to make that law work for teachers."

Broward County President Wallace Orr plans bargaining efforts with Reta DeYoung, chairman of the Collective Bargaining Council.



Eric Jon White (third from left), Brevard County Teachers' executive director, reviews bargaining plans with Titusville High School faculty members (from left) Jim Dorman, Anita Garrison, Glenn Phillips, Alice Conner, and Bill Kenney.

A Fresh Look at the Code of Ethics of

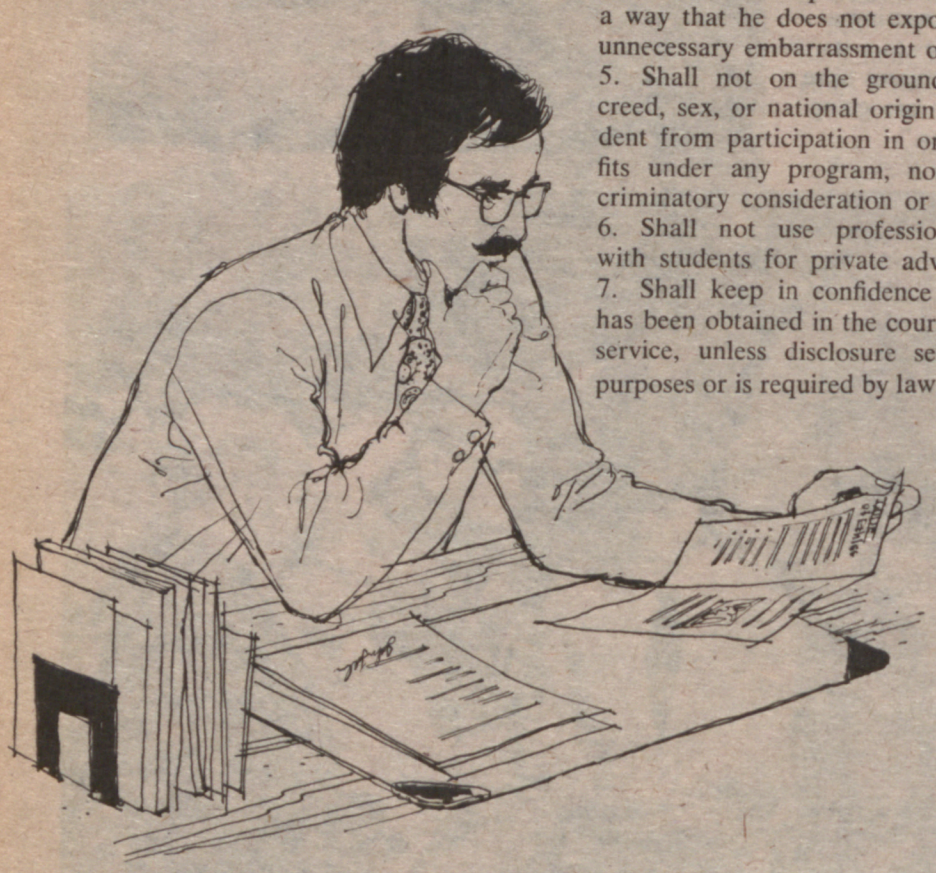
The NEA Representative Assembly in July 1974 moved to delay adoption of the proposed revision of the *Code of Ethics of the Education Profession*. The revision will be acted upon at the 1975 annual meeting. This delay will give local and state affiliates an opportunity to examine the *Code* and to relay their concerns to Lauri Wynn, Chairperson, NEA Committee on Professional Ethics (c/o NEA Teacher Rights, NEA Center).

The proposed revision was developed using the following considerations and understandings:

- The proper subjects of an ethics code can be fashioned by asking what interests are designed to be protected or advanced by a particular provision. There are two principal interests: (a) those of the student (client) and (b) those of the profession in general. There must be some rational and direct connection between the behavior focused on and legitimate *professional* goals.
- Provisions in the *Code* satisfying the foregoing criteria should be enumerated providing there is no conflict with (a) constitutional guarantees, (b) public policy, or (c) general standards of reasonableness.
- Personal conduct is examined in light of basic constitutional questions and tested by a standard of reasonableness.
- If the interests designed to be protected or advanced are—

1. Those of the teacher as an individual, they are best dealt with in a contract.
2. Those of the employer, they are also best treated in a contract.
3. Those of the Association, as an organization, they should be covered in the Association Constitution or Bylaws.

Additionally, the *Code* has been rewritten to delete all gender references (he, she, him, her, his, hers).



"The educator accepts the responsibility to adhere to the highest ethical standards."

1968 CODE

PREAMBLE

The educator believes in the worth and dignity of man. He recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic citizenship. He regards as essential to these goals the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts his responsibility to practice his profession according to the highest ethical standards.

The educator recognizes the magnitude of the responsibility he has accepted in choosing a career in education, and engages himself, individually and collectively with other educators, to judge his colleagues, and to be judged by them, in accordance with the provisions of this code.

PRINCIPLE I

COMMITMENT TO THE STUDENT

The educator measures his success by the progress of each student toward realization of his potential as a worthy and effective citizen. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfilling his obligation to the student, the educator—

1. Shall not without just cause restrain the student from independent action in his pursuit of learning, and shall not without just cause deny the student access to varying points of view.
2. Shall not deliberately suppress or distort subject matter for which he bears responsibility.
3. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
4. Shall conduct professional business in such a way that he does not expose the student to unnecessary embarrassment or disparagement.
5. Shall not on the ground of race, color, creed, sex, or national origin exclude any student from participation in or deny him benefits under any program, nor grant any discriminatory consideration or advantage.
6. Shall not use professional relationships with students for private advantage.
7. Shall keep in confidence information that has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

PROPOSED REVISION

PREAMBLE

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge the transgressor.

PRINCIPLE I

COMMITMENT TO THE STUDENT

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator—

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
(Editing of I, 1.)*
2. Shall not unreasonably deny the student access to varying points of view.
(Editing of I, 1.)
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
(Editing of I, 2.)
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
(Editing of I, 3.)
5. Shall not expose the student to unnecessary embarrassment or disparagement.
(Editing of I, 4.)
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, or family, social or cultural background, unfairly:
   a. Exclude any student from participation in any program;
   b. Deny benefits to any student;
   c. Grant any advantage to any student.

(Editing and amendment of I, 5.)
7. Shall not use professional relationships with students for private advantage.
(Editing of I, 6.)
8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.
(Editing of I, 7.)

* Note: The notation I, 1 refers to the Principle and Section of the 1968 Code; thus, I, 1 refers to Principle I, Section 1.

the Education Profession

1968 CODE
(Principle and Section as noted.)*

PRINCIPLE II
COMMITMENT TO THE PUBLIC

The educator believes that patriotism in its highest form requires dedication to the principles of our democratic heritage. He shares with all other citizens the responsibility for the development of sound public policy and assumes full political and citizenship responsibilities. The educator bears particular responsibility for the development of policy relating to the extension of educational opportunities for all and for interpreting educational programs and policies to the public.

In fulfilling his obligation to the public, the educator—

IV, 1. Shall apply for, accept, offer, or assign a position of responsibility on the basis of professional preparation and legal qualifications without discrimination on the ground of race, color, creed, sex, or national origin.

III, 7. Shall not misrepresent his professional qualifications.

IV, 2. Shall apply for a specific position only when it is known to be vacant, and shall refrain from underbidding or commenting adversely about other candidates.

IV, 7. Shall not delegate assigned tasks to unqualified personnel.

III, 4. Shall withhold and safeguard information acquired about colleagues in the course of employment, unless disclosure serves professional purposes.

II, 5. Shall accept no gratuities, gifts, or favors that might impair or appear to impair professional judgement, nor offer any favor, service, or thing of value to obtain special advantage.

* Note: The notation I, 1 refers to the Principle and Section of the 1968 Code; thus, I, 1 refers to Principle I, Section 1.

PROPOSED REVISION

PRINCIPLE II
COMMITMENT TO THE PROFESSION

(Amendment and editing of Principles II, III, and IV of the 1968 Code into a single Principle II.)

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator—

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
(Editing and amendment of IV, 1.)*

2. Shall not misrepresent his/her professional qualifications.
(Editing of III, 7.)

3. Shall assist in preventing entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
(New section.)

4. Shall not knowingly make a false statement of fact concerning the qualifications of a candidate for a professional position.
(Editing and amendment of IV, 2.)

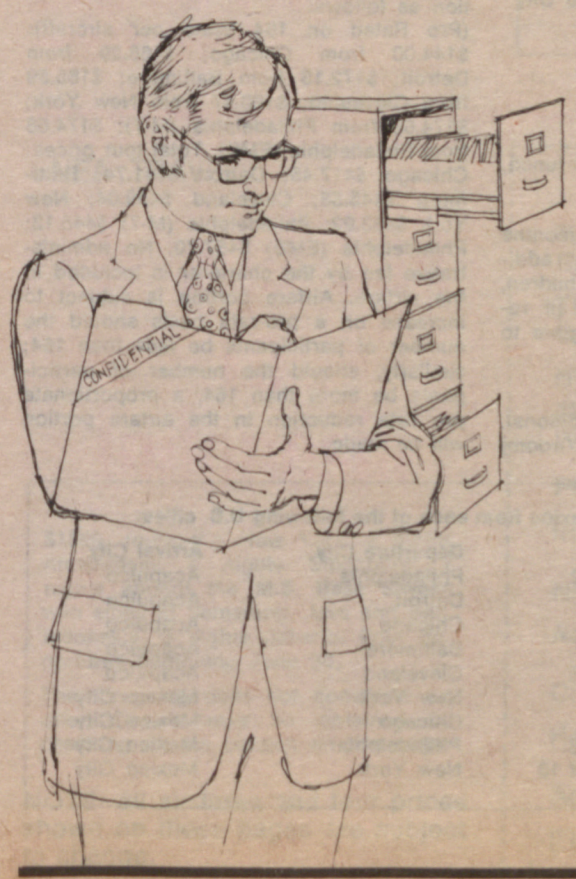
5. Shall not assist a non-educator in the unauthorized practice of teaching.
(Editing and amendment of IV, 7.)

6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
(Editing of III, 4.)

7. Shall not knowingly make false or malicious statements about a colleague.
(New section.)

8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.
(Editing and amendment of II, 5.)

"The educator shall not disclose information about students obtained in the course of professional service. . . ."



"The educator shall not unreasonably deny the student access to varying points of view."

DELETIONS

The following items in the 1968 Code are deleted from the proposed revision:

PRINCIPLE I

8. Shall not tutor for remuneration students assigned to his classes, unless no other qualified teacher is reasonably available.

PRINCIPLE II

1. Shall not misrepresent an institution or organization with which he is affiliated, and shall take adequate precautions to distinguish between his personal and institutional or organizational views.

2. Shall not knowingly distort or misrepresent the facts concerning educational matters in direct and indirect public expressions.

3. Shall not interfere with a colleague's exercise of political and citizenship rights and responsibilities.

4. Shall not use institutional privileges for private gain or to promote political candidates or partisan political activities.

PRINCIPLE III
COMMITMENT TO THE PROFESSION

The educator believes that the quality of the services of the education profession directly influences the nation and its citizens. He therefore exerts every effort to raise professional standards, to improve his service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of the trust to careers in education. Aware of the value of united effort, he contributes actively to the support, planning, and programs of professional organizations.

In fulfilling his obligation to the profession, the educator—

1. Shall not discriminate on the ground of race, color, creed, sex, or national origin for membership in professional organizations, nor interfere with the free participation of colleagues in the affairs of their association.

2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities.

3. Shall not use coercive means or promise special treatment in order to influence professional decisions of colleagues.

5. Shall not refuse to participate in a professional inquiry when requested by an appropriate professional association.

6. Shall provide upon the request of the aggrieved party a written statement of specific reason for recommendations that lead to denial of increments, significant changes in employment, or termination of employment.

8. Shall not knowingly distort evaluations of colleagues.

PRINCIPLE IV
COMMITMENT TO PROFESSIONAL EMPLOYMENT PRACTICES

The educator regards the employment agreement as a pledge to be executed both in spirit and in fact in a manner consistent with the highest ideals of professional service. He believes that sound professional personnel relationships with governing boards are built upon personal integrity, dignity, and mutual respect. The educator discourages the practice of his profession by unqualified persons.

In fulfilling his obligation to professional employment practices, the educator—

3. Shall not knowingly withhold information regarding a position from an applicant, or misrepresent an assignment of conditions of employment.

4. Shall give prompt notice to the employing agency of any change in availability of service, and the employing agent shall give prompt notice of change in availability or nature of a position.

5. Shall adhere to the terms of a contract or appointment, unless these terms have been legally terminated, falsely represented, or substantially altered by unilateral action of the employing agency.

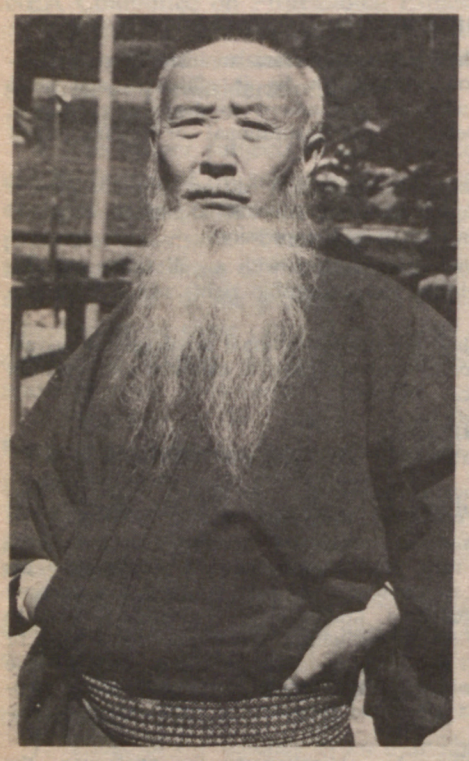
6. Shall conduct professional business through channels when available, that have been jointly approved by the professional organization and the employing agency.

8. Shall permit no commercial exploitation of his professional position.

9. Shall use time granted for the purpose for which it is intended.

NEA TRAVEL

ORIENT HOLIDAY



An elder Japanese merchant retains the traditional dress.

19 DAYS

Reservations on first-come basis, so we urge you to register without delay.

$895.00 PLUS 10% TAX AND SERVICE PER PERSON DOUBLE OCCUPANCY.

MANY NEW FEATURES FOR 1975

SEOUL, KOREA

The city is a circular setting of majestic green and granite mountains, opened only by the sea-bound course of the historic Han River.

- 2 nights at the deluxe Walker Hill Resort Hotel.
- Full American breakfast daily.
- Transfers and baggage handling.
- Local taxes, gratuities.

TOKYO

The world's largest city awaits you with a most gracious welcome. Mystic traditions of the East blend with modern Western ideas. This metropolis is a kaleidoscope of ancient temples, shrines and palaces with modern skyscrapers and rapid transportation.

- 5 nights at the deluxe NEW OTANI TOWER HOTEL
- Full American Breakfast daily.
- Tokyo city tour visits shrines and temples and the Imperial Palace Plaza.
- Optional tours available to Kyoto, Nikko and Hakone.
- Transfers and baggage handling.
- Local taxes, gratuities.

BANGKOK

After a comfortable jet flight you arrive in Bangkok, City of Angels. The fairyland of the Orient, Bangkok has over a thou- and glittering temples with miles of canals, and is sometimes called the "Venice of the East.'

- 5 nights at the deluxe RAMA HYATT HOTEL.
- Full American breakfast daily.
- Bangkok Floating Market and Royal Barge Tour, viewing life along the canals.
- Optional ½-day and full-day tours available.
- Optional tour to Singapore, Malaysia can be arranged.
- Transfers and baggage handling.
- Local taxes, gratuities.

HONG KONG

The ancient Orient in all its splendor awaits you. You are on your way to Hong Kong, the Pearl of the Orient, so prepare yourself for a city of striking contrasts.

- 5 nights at the deluxe MIRAMAR HOTEL.
- Full American breakfast daily.
- New Territories Tour where you have a view across the "Bamboo Curtain" into China.
- Optional ½ or 1-day tours available.
- Optional tour to Manila, Philippines or Taipei, Taiwan, can be arranged.
- Transfers and baggage handling.
- Local taxes, gratuities.

Price does not include: Cost of visas, vaccinations, passports, or items of personal nature such as laundry, tips for personal services, spirits, etc., or baggage and accident insurance.

Eligibility: NEA membership of six months standing as of date of departure; additionally, the spouse, dependent children, and parents of the NEA member (if residing in same household) are eligibile to travel at the same price.

All transportation will be via Korean Airlines DC10 and B-707 jets, affinity charter basis, with a capacity of 345 (DC10) or 165 (B-707) seats. Land cost: $397.13 including tax and service charges; $585.37 for airfare portion on DC10 and B-707 jets. The NEA administrative fee is $2.00. Airfare portion is subject to increase on a pro rata basis should the number of participants be less than 345 (DC10) or 165 (B-707).

TOUR	DATES	DEPARTURE CITIES
OHT-1	June 24-July 13	**New York,** Washington, D.C.* and Baltimore*
OHT-2	June 29-July 18	**Chicago** and Detroit*
OHT-3	July 4-July 23	**Philadelphia** and Pittsburgh*
OHT-4	July 9-July 28	**Washington, D.C.** and Buffalo*
OHT-5	July 14-Aug. 2	**New York** and Boston*
OHT-6	July 19-Aug. 7	**Chicago** and Minneapolis*
OHT-7	July 24-Aug. 12	**Philadelphia**
OHT-8	July 29-Aug. 17	**Washington, D.C.** and Columbus*
OHT-9	Aug. 3-Aug. 22	**New York** and Boston*
OHT-10	Aug. 8-Aug. 27	**Chicago** and Indianapolis*
OHT-11	Aug. 13-Sept. 1	**New York**
OHW-14	June 22-July11	Los Angeles
OHW-15	July 2-July 21	Los Angeles
OHW-16	July 12-July 31	Los Angeles
OHW-17	July 22-Aug. 10	Los Angeles
OHW-18	Aug. 1-Aug. 20	Los Angeles

Flight OHW-14 thru OHW-18 are via Korean Airlines B-707 jets.

* Transportation between these "additional cities' and Charter Departure City shown in bold print will be via regular scheduled flights. Availability of special "additional cities" arrangement at no extra cost is limited.

MAGNIFICENT MEXICO

ACAPULCO~ TAXCO~ MEXICO CITY

NEA travelers will see the charm and history of Mexico.

FROM CHICAGO (M-2, M-6) $363 plus 15% tax and service.

FROM PHILADELPHIA (EME: March 26-April 2) $398 plus 15% tax and service.

AIR SUPPLEMENT FOR DEPARTURES FROM OTHER CITIES TO MEXICO

Detroit	$24.29	(M-1)
Baltimore	$28.13	(M-3)
Cleveland	$21.59	(M-4)
New York	$16.47	(M-5, M-8)
Philadelphia	$30.68	(M-7)

(See **TOTAL** tour prices under "Transportation and Land Cost Information.)

Features included in tour price

- 8 days, 7 nights
- Round-trip transportation via American Airlines chartered jet between gateway city and Acapulco/Mexico City.
- 3 nights in Acapulco at the Ritz Marriott in Acapulco.
- 3 breakfasts and 3 dinners at the Ritz Marriott Hotel (including a Beach Barbeque Dinner with tropical band entertainment on the first evening and a Farewell Acapulco Fiesta Dinner on the last day).
- A one-hour Cocktail Reception.
- A performance by the "Rolando Pimentel" Folkloric Group.
- 1 night in Taxco at the Hotel de la Borda or Posada de la Mision.
- Welcome tropical drink on arrival at your hotel in Taxco.
- Breakfast, lunch and dinner at the hotel in Taxco.
- 3 nights in Mexico City at the Chateau Royal Hotel.
- 3 full American Breakfasts at the Chateau Royal.
- Welcome domestic drink on arrival at your hotel in Mexico City.
- Half-day tour of the Pyramids of Teotihuacan and Shrine of Guadalupe in Mexico City.
- Half-day tour of Mexico City highlights and the Museum of Anthropology.
- Appropriate in-flight meal service between gateway city and Acapulco/Mexico City.
- Round-trip transfers between airports and hotels.
- All baggage handling at the airports and hotels for one piece of luggage.
- All taxes and gratuities in conjunction with scheduled tour activities.
- Experienced bilingual guides.

Itineraries

NOTE: All 8-day, 7-night itineraries are identical, except that EME and M-1 thru M-4 go to Acapulco first and terminate in Mexico City, while M-5 thru M-8 go to Mexico City first and terminate in Acapulco.

EME and M-1 thru M-4 Departure City-Acapulco
(3 nights)
Acapulco-Taxco (1 night)
Taxco-Mexico City (3 nights)
Mexico City-Departure City

M-5 thru M-8 Departure City-Mexico City
(3 nights)
Mexico City-Taxco (1 night)
Taxco-Acapulco (3 nights)
Acapulco-Departure City

Meals

A total of 12 meals (7 breakfasts, 1 lunch, and 4 dinners).

Eligibility. NEA membership of six months standing as of date of departure; additionally, the spouse, dependent children, and parents of the NEA member (if residing in same household) are eligible to travel at the same price.

Price Variations

Single room supplement: $70.00 additional.
Rate for 3 persons (triple in a room) $11.00 reduction per person.
Reduction for child (2 thru 11 years): None. Same rate as adult.

Hotel Information

Prices based on sharing first-class, twin-bedded rooms with private bath at hotels as follows:

In Acapulco—3 nights at the Ritz Marriot Hotel

In Taxco—1 night at the Hotel de la Borda or Posada de la Mision

In Mexico City—3 nights at the Chateau Royal

Transportation and Land Cost Information:

Air transportation will be via American Airlines B-707 jet affinity charter basis, with capacity of 173 seats. Land cost: $273.45 (M-1 thru M-8) and $283.02 (EME) including tax/service charges. Airfare portion as follows:

(Pro Rated on 164 seats per aircraft): $144.00 from Chicago; $168.29 from Detroit; $172.13 from Baltimore; $165.59 from Cleveland; $160.47 from New York; $174.68 from Philadelphia (M-7); $174.68 from Philadelphia (EME). Total tour prices: Chicago $417.45; Detroit $441.74; Baltimore $445.58; Cleveland $439.04; New York $433.92; Philadelphia (M-7) $448.13; Philadelphia (EME) $457.70. No administrative fee by the charterer is included in the airfare. Airfare portion is subject to increase on a pro-rata basis should the number of participants be less than 164; similarly, should the number of participants be more than 164, a proportionate pro rata reduction in the airfare portion will be made.

Flights will depart for Mexico from each of the following U.S. cities:

Tour Code	1975 Dates	Departure City	Arrival City
EME	March 26-April 2	Philadelphia	Acapulco
M-1	July 2-July 9	Detroit	Acapulco
M-2	July 9-July 16	Chicago	Acapulco
M-3	July 16-July 23	Baltimore	Acapulco
M-4	July 30-August 6	Cleveland	Acapulco
M-5	July 9-July 16	New York	Mexico City
M-6	July 23-July 30	Chicago	Mexico City
M-7	July 30-August 6	Philadelphia	Mexico City
M-8	August 6-August 13	New York	Mexico City

NEA TRAVEL

SPRING-EASTER 1975

ALL SPRING/EASTER TOURS INCLUDE: Round trip transportation; accommodations, based on twin occupancy, in first-class or deluxe hotels; porterage and transfers; tips for 1 suitcase; services of tour escort and/or local guides; all tips in connection with sight-seeing/tour activities.

PARADISE IN THE BAHAMAS (EB)

EB-2 March 23-30, 1975, $319 plus 15% tax and service from Chicago, Il.

EB-3 March 30-April 6, 1975, $299 plus 15% tax and service from Washington, D.C. Jet to sunny Paradise Island and the Holiday Inn on Pirates Cove. Endless opportunities await you: golf, tennis, sailing, snorkeling, scuba diving, bike riding, deep-sea fishing, duty-free shopping, dazzling night clubs and plush casinos.

JAMAICAN INTERLUDE (EJ)

EJ-1 Feb. 16-23, 1975, $329 plus 15% tax/service from New York. EJ-2 March 23-30, 1975, $329 plus 15% tax/service from Philadelphia. EJ-3 March 30-April 6, 1975, $349 plus 15% tax/service from Chicago. A week at the brand new, deluxe Trelawny Beach Hotel, on a beautiful beach between Montego Bay and Ocho Rios. Golf, tennis, swimming, snorkling, sunbathing, and exploring Dunns River Falls and Montego Bay await you. One half-day sight-seeing tour in Montego Bay; 2 rum swizzle parties.

EASTERTIME IN MEXICO (EME)
(See details on opposite page)

GUATEMALAN FESTIVAL (EG)

March 29-April 6, 1975, $489 from New York (plus 15% tax/service). **Includes:** Round-trip jet transportation via Pan Am; 3 nights in Guatemala City, 3 nights in Antigua, and 2 nights in Lake Atitlan, with total of 16 meals; visit to the market of Chichicastenango; excursions to Tikal, lost city of the ancient Mayas, and to Lake Atitlan, where you cross the lake by motorlaunch to the Indian village of Santiago de Atitlan. City tours of Guatemala City and Antigua.

RENDEZVOUS IN RIO (RBE)

March 25-April 2, 1975. $359 from New York City (plus 15% tax/service). Single room supplement $69 additional. Eight-day vacation in Rio de Janeiro, Brazil, features air transportation via Trans International Airlines DC-8 stretch jet; accommodations for 7 nights at the superior, first-class Hotel Gloria, located between downtown and Copacabana in the Flamengo Beach area, in twin-bed rooms with private bath or shower; round trip transfers; Continental breakfast daily; one full-day orientation tour; orientation meeting with samba music; a visit to a gem workshop and free souvenir; one dinner and tour host services. Optional side tours available at additional cost.

EASTER IN HAWAII (EH-1, 2)

EH-1 March 23-30, 1975: EH-2 March 30-April 6, 1975; $516 from Baltimore, Boston, Miami, Hartford, New York, Philadelphia, and Washington, D.C. $486 from Atlanta, Cincinnati, Buffalo, Columbus, Dayton, Indianapolis, Louisville, Memphis, and St. Louis. $426 from Chicago, Dallas, Denver, and Kansas City (all prices plus 10% tax and service). Transportation via United Air Lines jet; accommodations for six nights, air-conditioned rooms, at the Outrigger East, a first-class hotel located within 3 blocks of Waikiki Beach; transfers, porterage and tips for two suitcases; Cost of single room: $72 additional. Rate for three persons in a room (triple): $10 reduction per person. Reduction for child (2 through 11): $99.

ALOHA EASTER (AE-1, 2)

AE-1 March 23-30, 1975; AE-2 March 30-April 6, 1975. **Prices:** $596 from Baltimore, Boston, Miami, Hartford, New York, Philadelphia, Washington, D.C.; $566 from Atlanta, Cincinnati, Buffalo, Columbus, Dayton, Indianapolis, Louisville, Memphis, St. Louis; $516 from Chicago, Dallas, Denver, Kansas City (all prices plus 10% tax and service). Transportation via United Air Lines jet; transfers; 6 nights at the first class Hilton Hawaiian Village; 6 full buffet breakfasts, including all taxes and tips. Single room supplement: $99 additional. Rate for three persons in a room (triple): $10 reduction per person. Reduction for child (2 through 11): $99.

THE ANDES AND THE LOCKS (CPE)

March 29-April 5, 1975, $398 from Miami, Florida. Includes 4 lunches. Braniff International jet to Bogota, Colombia. 2nd day: full-day tour across Bogota Plateau to the town of Zipaquira. 3rd day visits to Monserrate. 4th day: excursion to Fusagasuga; visit an orchid garden and coffee plantation. Fly on 5th day to Panama. Full-day touring on 6th day includes ruins of old city of Panama, University of Panama, and the Miraflores locks of the Panama Canal. After 7th day visit to Isle de Oro, depart at noon on 8th day for return to Miami, arriving in late afternoon.

SPRINGTIME IN LONDON (SL)

March 22-30, 1975, and March 29-April 6, 1975. $399 plus 10% tax/service from New York City (based on group-inclusive airfare via Air India jet). Tour includes seven nights in London at the first-class Regency Hotel; introductory sight-seeing tour of the city; and two theater tickets to shows of your choice.

EASTER IN MALLORCA (EM)

March 24-30, 1975. $389 from New York City, plus 10% tax and service (based on use of affinity airfare via Iberia Airlines jet). Spend five nights in Palma de Mallorca. Stay at the beautiful Melia Mallorca, air-conditioned hotel containing two illuminated swimming pools.

EASTER ON THE ADRIATIC (EA)

March 20-April 5, 1975. $385 from New York City, plus 10% tax/service (based on chartered Yugoslav Airlines Boeing 707 jet). Spend six nights near Split, located at the mid-point of the Dalmatian Coast in Yugoslavia. Includes Continental breakfast and dinner daily; accommodations at deluxe Hotel Lav.

Transportation/land cost data. Spring/Easter tours coded EB, EJ, RBE, EA and EME (see Transportation/land details of EME tour on opposite page) are based on use of affinity charter flights: EB, EJ and RBE tours via Trans International Airlines DC-8 jet, capacity of 254 seats per flight; EA tour via Yugoslav Airlines B-707 jet, capacity of 174 seats. Airfare portion is subject to increase on a pro rata basis should the number of participants be less than aircraft capacity.

TOUR	AIRFARE	LAND COST	TOTAL PRICE
EB-1, -3	$100.00	$243.85	$343.85
EB-2	120.00	246.85	366.85
EJ-1, -2	126.00	252.35	378.35
EJ-3	136.00	265.35	401.35
RBE	252.62	157.23	412.85*
EA	313.00	110.50	423.50

* Includes $3.00 per person administrative fee.

NEA

HOLIDAY IN SPAIN

Spend from 4-6 weeks all-inclusive for as low as $559 (4 weeks); $599 (6 weeks)

DEPARTURES WEEKLY from Boston and New York (Additional departure cities available upon request)

REMEMBER—Space is limited—make your reservation early!

- **First-class hotel accommodations with kitchenettes**
- **Round-trip airfare**
- **Transfers to and from airport**
- **Social activities**
- **Luggage handling**
- **Optional sight-seeing trips available, at added cost**

All prices per person double occupancy
SINGLE OCCUPANCY—
Add $15.00 Per Week

COSTA DEL SOL—Torremolinos on Spain's Sun Coast is one of Europe's most popular resorts! Sunshine is guaranteed, with all the warm weather activities you could want right at your fingertips—golf, sunbathing, fishing, etc. You'll be pleased to know that Spain has not suffered any fuel shortages or energy crises! Sight-seeing along the miles and miles of breathtaking Costa del Sol is a unique delight. Clean white beaches and blue lagoons interrupted only by quaint fishing villages and flowering orchards provide a most enjoyable panorama. Air-conditioned motorcoach tours are available for your pleasure at added cost.

Hotels are all first class with terrace, private bath, twin bedrooms and kitchenette facilities. Social activities will include nightly entertainment, movies and parties.

SPECIAL OPTIONS AVAILABLE

For those who desire, an option of an Iberia Airlines ticket which allows open air flights to many cities in Spain. This option may be taken for 2, 3, or 4 weeks as part of the six-week program, or 2 weeks of the 4-week program. Cost $50 to $100.

Transportation/Land Cost Information: Air transportation for tour prices indicated is based on use of Overseas National Airways DC-10 jets, affinity charter basis, with a capacity of 360 seats. Land cost: $356 (4 week tours) or $396 (6 week tours), including tax/service charges. Airfare portion: $203 from New York or Boston. Total prices: $559 (4 weeks) or $599 (6 weeks). No administrative fee by the charterer is included in airfare portion. Airfare portion is subject to increase on a pro-rata basis should the number of participants be less than 360.

FOR FULL INFORMATION, fill out the coupon below.

NEA TRAVEL

Fly and Sail to Indonesia

$1599. round-trip New York. 2 nights Amsterdam; 4 nights Singapore; 7 nights aboard the **M.S. Rasa Sayang** with stops at Semarang, Java and Bali, Indonesia; 3 nights Jakarta. Four departures beginning June 30.

The foregoing does not constitute an offer. Details may be obtained by checking off the coupon on this page.

NOTE: all air fares and tour prices shown on these pages are subject to change.

APPLICATION FOR RESERVATION/INFORMATION

To reserve space, mail this application with deposit of $200 per person ($125 per person for Spring/Easter tours) and proof of NEA membership to the address given below.

There will be a $15 per person cancellation fee for each cancelled reservation, regardless of reason for cancellation.

NEA Educational Travel
1201 16th Street, N.W.
Washington, DC 20036

Please reserve _____ spaces on (tour code) _____ departing on _____ (date)

from _____ (city) Enclosed is deposit of $_____

Name(s) _____

Address _____
(Please give names and addresses of additional persons on a separate sheet.)

City _____ State _____ Zip _____

Home Telephone _____ (include area code) Business Telephone _____ (include area code)

Age (for rooming purposes only) _____ Aircraft section preference: ☐ Smoking ☐ Non-smoking

☐ Send details for "Holiday in Spain" ☐ Send details for "Fly/Sail to Indonesia"

NEA FINANCIAL REPORT TO MEMBERS

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
STATEMENT OF ASSETS, LIABILITIES AND FUND BALANCES (NOTE 1)
AUGUST 31, 1974 AND 1973

GENERAL FUND
Operating

ASSETS	1974	1973
Cash	$ 352,903	$ 412,181
Certificate of deposit	1,000,000	
Accounts and notes receivable:		
Unpaid membership dues from certain state associations—Amounts due over extended periods (Note 2)	1,626,033	2,045,162
Other, net of reserves for cancellations of $407,723 in 1974 and $455,866 in 1973	5,132,151	4,645,265
Publication sales and advertising	74,479	157,682
Amounts due from Departments, National Affiliates and Associated Organizations (including notes receivable of $77,054 in 1974)	385,533	684,551
Other assets	379,782	665,817
	8,950,881	8,610,658
Land (Note 5)	2,024,692	2,197,130
Buildings, not being depreciated (Note 5)	11,635,213	11,775,408
	13,659,905	13,972,538
Total general fund assets	$22,610,786	$22,583,196

LIABILITIES AND FUND BALANCES	1974	1973
Liabilities:		
Bank notes payable	$	$ 2,100,000
Accounts payable and accrued liabilities	1,069,924	948,370
Accrued vacation	1,686,032	1,581,400
Accrued severance pay (Note 3)	562,635	512,276
Amount payable to state and local associations under indemnification agreements	1,064,055	914,905
Amount payable to Permanent Fund	3,973,617	3,218,727
Amount payable to Special Purpose Funds	535,192	1,411,479
Amounts held for Departments, National Affiliates and Associated Organizations	276,950	349,723
	9,168,405	11,036,880
Fund balance:		
Deficit balance, beginning of year, as previously reported	(1,913,946)	(3,037,779)
Adjustment resulting from change in method of accounting for severance pay (Note 3)	(512,276)	(451,009)
Deficit balance, as restated	(2,426,222)	(3,488,788)
Excess of income over expenses (See accompanying statement)	2,208,698	1,062,566
Deficit balance, end of year	(217,524)	(2,426,222)
	8,950,881	8,610,658
Fund balance:		
Balance, beginning of year	13,972,538	13,875,788
Transfer of building improvements from Permanent Fund	9,921	96,750
Adjustment of land and building to appraised value (Note 5)	(301,994)	
Building improvements disposed of during the year	(20,560)	
Balance, end of year	13,659,905	13,972,538
Total general fund liabilities and fund balances	$22,610,786	$22,583,196

PERMANENT FUND

ASSETS	1974	1973
Cash	$ 623	$ 623
Amount due from General Fund	3,973,617	3,218,727
Land and land improvements, at cost (Note 5)	885,620	863,896
Investment securities, at cost (quoted market value of $1,356,000 in 1974 and $1,912,000 in 1973)	1,940,408	2,002,952
Total permanent fund assets	$ 6,800,268	$ 6,086,198

LIABILITIES AND FUND BALANCES	1974	1973
Fund balance:		
Balance, beginning of year	$ 6,086,198	$ 5,454,574
Life memberships	784,507	823,259
Transfer of building improvements to General Fund	(9,921)	(96,750)
Proceeds from disposition of building improvements	14,743	
Printing costs of Addresses and Proceedings	(12,715)	(94,885)
Adjustment for realized loss in value of investment securities (Note 1)	(62,544)	
	714,070	631,624
Balance, end of year	6,800,268	6,086,198
Total permanent fund balance	$ 6,800,268	$ 6,086,198

SPECIAL PURPOSE FUNDS

ASSETS	1974	1973
Cash	$ 70,744	$ 71,198
Investment securities, at cost (quoted market value of $123,000 in 1974 and $178,000 in 1973)	168,618	168,730
Inventory held for sale, at cost	102,434	
Amount due from General Fund	535,192	1,411,479
Total special purpose funds assets	$ 876,988	$ 1,651,407

	1974	1973
Fund balance, after deduction of deficit balances in certain funds of $186,971 in 1974 and $108,205 in 1973	$ 876,988	$ 1,651,407
Total special purpose funds balance	$ 876,988	$ 1,651,407

STATEMENT OF GENERAL FUND INCOME AND EXPENSES FOR THE YEARS ENDED AUGUST 31, 1974 AND 1973 (Note 1)

	1974 Budget	1974 Actual	1973 Actual (Restated) (Notes 1 and 3)
Income:			
Membership dues (net of indemnification agreement allowances of $1,059,000 in 1974 and $1,192,113 in 1973)	$29,821,875	$33,073,587	$28,979,296
Advertising	300,000	347,412	422,470
Student NEA and Student Action for Education membership dues	257,500	202,117	213,667
American Education Week, principally publication sales	150,000	168,134	139,133
Other publication sales	390,000	270,284	229,850
Investment income from Permanent Fund investments	170,000	476,448	261,274
Fees and services principally for affiliates and associated organizations	500,000	823,896	1,151,934
Miscellaneous	20,000	179,383	222,284
	31,609,375	35,541,261	31,619,908
Expenses:			
Independent United Teaching Profession	5,556,430	5,955,470	5,509,067
Professional Excellence	1,356,506	1,289,191	1,882,131
Economic Security for all Educators	1,066,105	1,038,492	958,982
Adequate Financing for Public Education	607,083	623,389	1,795,407
Human and Civil Rights for All Educators and Children	2,282,069	2,143,653	2,415,635
Leadership in Solving Social Problems	161,216	168,983	203,991
Basic Support Systems			
Research	565,284	566,970	572,870
Communications	3,941,949	4,365,848	2,111,185
Government Relations	802,660	878,685	—
Uniserv	6,320,646	6,592,979	4,903,740
Governance	1,326,000	1,644,887	1,386,872
Administration	2,798,232	3,233,858	3,326,855
Business Management	4,825,195	4,654,312	5,129,458
Miscellaneous	—	175,846	361,149
	31,609,375	33,332,563	30,557,342
Excess of income over expenses	$ —	$ 2,208,698	$ 1,062,566

SCHEDULE OF EXPENSES BY TYPE

	1974	1973
Salaries and benefits	$13,141,056	$13,261,697
Grants to and joint projects with state and local associations	6,923,642	5,174,170
Travel	3,692,805	3,276,743
Publication costs	1,880,754	2,099,984
Outside services (consultants, printing, legal, audit, other)	2,635,702	2,209,603
Office expenses (telephone, office supplies, other)	1,712,636	1,504,543
Administrative expenses (interest, insurance, rent, utilities, other)	1,509,435	1,374,039
Grants to affiliates (including grants to Dushane Emergency Fund of $800,000 in 1974 and $800,000 in 1973) (Note 6)	960,500	923,141
Machinery rentals and repairs and materials and supplies	876,033	733,422
	$33,332,563	$30,557,342

STATEMENT OF GENERAL FUND SOURCES AND USES OF CASH (Note 1) FOR THE YEAR ENDED AUGUST 31, 1974

Sources of Cash:	
Membership dues	
Current year	$29,049,065
Prior years	5,197,117
Advertising and publications sales	1,066,965
Borrowings from Permanent Fund (net)	754,890
Fees and services, principally for affiliated and associated organizations	823,896
Excess of receipts over disbursements for Departments, National Affiliates and Associated Organizations	226,246
Interest on notes receivable	151,043
Income from Permanent Fund investments	60,571
Other	103,674
Total sources of cash	37,453,467

Uses of Cash:	
Expenses	$32,440,918
Repayments of bank notes	2,100,000
Purchase of certificate of deposit	1,000,000
Indemnification payments to state and local associations for loss of memberships	909,850
Excess of disbursements over receipts for Special Purpose Funds	864,055
Commissions, production and promotional charges for advertising	197,922
Total uses of cash	37,512,745
Decrease in cash	(59,278)
Cash balance, August 31, 1973	412,181
Cash balance, August 31, 1974	$ 352,903

STATEMENT OF SPECIAL PURPOSE FUNDS RECEIPTS, DISBURSEMENTS AND FUND BALANCES (Note 1) FOR THE YEAR ENDED AUGUST 31, 1974

	Balance August 31, 1973	Cash Receipts Association	Cash Receipts Other	Cash Disbursement	Balance August 31, 1974
Educational Travel Trust Fund	$ 470,571	$ —	$ 9,436,189	$ 9,894,688	$ 12,072
Special Services Fund	456,568	—	468,957	434,507	491,018
Reserve for Employee Retirement Benefits	349,711	—	—	23,203	326,508
Hilda Maehling Fellowship Fund	102,751	—	3,498	4,575	101,674
William G. Carr Scholarship Award	41,419	—	2,871	3,304	40,986
Committee on International Relations	(107,725)	—	312,495	186,577	18,193
Press, Radio and Television Services Project	15,537	—	570	383	15,724
Verbal Skills in Negotiations	12,824	33,500	60,464	88,672	18,116
Nanjemoy Nature Reserve Fund	8,827	—	6,000	5,810	9,017
Big Cities Project	—	35,000	—	26,782	8,218
Educational Technology Contracts and Grants	6,292	—	100	843	5,549
Faculty Representative Skills	9,775	—	32,845	37,630	4,990
T. M. Stinnett Chair of Criticism	688	—	3,439	4,127	—
Womens Caucus	(480)	—	4,817	707	3,630
School Nurses Project	—	49,600	—	46,844	2,756
Given's Room Project	2,344	—	30	622	1,752
Student NEA Environment Project	1,659	—	26	—	1,685
Salute to Education	1,250	—	900	923	1,227
Working Conference on Sex Role Stereotypes	1,731	—	—	887	844
Overseas Education Association—Uniserv Project	11,191	—	—	11,191	—
Educational Policies Commission Project	102	—	—	102	—
ACT/NEA/NPS Environmental Education Project	22	—	—	22	—
Classroom Teachers National Conference	1,135	—	14	1,149	—
Teacher Evaluation and Professional Standards Project	18,804	—	7,048	25,895	(43)
NEA/Corporation for Public Broadcasting Project	—	—	3,225	3,817	(592)
National Association of School Counselors Project	—	41,000	—	44,440	(3,440)
DuShane Emergency Fund (Note 6)	246,411	800,000	47,449	1,276,756	(182,896)
Total	$1,651,407	$959,100	$10,390,937	$12,124,456	$ 876,988

To the President and Members of the
National Education Association of the United States

We have examined the statement of assets, liabilities and fund balances of the National Education Association of the United States as of August 31, 1974 and the related statements of General Fund income and expenses and sources and uses of cash and the statement of Special Purpose Funds receipts, disbursements and fund balances for the year then ended. Our examination was made in accordance with generally accepted auditing standards and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

As described in Note 1 to the financial statements, the Special Purpose Funds are accounted for on the cash basis. The effect of the difference between the cash basis method of accounting for Special Purpose Funds as presented in the accompanying financial statements and that which would be obtained under the accrual basis has not been determined.

The method of accounting for employee severance pay was changed in 1974 as described in Note 3 to the financial statements.

In our opinion, except that Special Purpose Funds are accounted for on the cash basis as referred to in the second paragraph above, the accompanying financial statements examined by us present fairly the assets, liabilities and fund balances of the National Education Association of the United States at August 31, 1974 and the General Fund income and expenses and sources and uses of cash and the changes in the Permanent Fund and Special Purpose Funds for the year then ended, in conformity with generally accepted accounting principles. These principles have been applied on a basis consistent with that of the preceding year after giving retroactive effect to the change, with which we concur, referred to in the preceding paragraph.

The financial statements of the Association for the year ended August 31, 1973 were examined by other independent accountants whose opinion dated October 26, 1973 included qualifications with respect to the cash basis method of accounting for Special Purpose Funds and the Association's policy of not recording a liability for employee severance pay.

PRICE WATERHOUSE & CO.

Washington, D.C.
October 11, 1974

NOTES TO FINANCIAL STATEMENTS AUGUST 31, 1974 AND 1973

NOTE 1—SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization

The National Education Association of the United States (Association) is a nonprofit corporation incorporated under a special act of the United States Congress. The Association is exempt from federal income tax under Section 501(c)(6) of the Internal Revenue Code except for income derived from unrelated business activities. For the years ended August 31, 1974 and 1973, the Association incurred a loss from these activities; accordingly no provision for income taxes has been included in the accompanying financial statements.

General Fund Budget

The budget amounts included in the statement of General Fund income and expenses are as approved by the Representative Assembly and amended by the Board of Directors, as set forth in guidelines approved by the Representative Assembly.

Departments, National Affiliates and Associated Organizations

There are 30 Departments, National Affiliates and Associated Organizations and 4 related corporations which offer services to members of the Association and to other educators. The Association provides various administrative services and acts as custodian for the funds of certain of these organizations, however each of these organizations has a separate Board of Directors and operates independently of the Association. The accompanying financial statements present the financial activity of the Association exclusive of these organizations, except for the funds held by the Association as custodian.

Special Purpose Funds

Special Purpose Funds consist of restricted funds or funds designated for specific projects and purposes. Special Purpose Funds include activities such as the DuShane Emergency Fund (See Note 6), government and private contracts and grants, the organization of travel tours and the administration of various services such as annuity and insurance plans for members.

The Special Purpose Funds are accounted for on the basis of cash receipts and disbursements and accordingly do not include amounts for income earned but not collected or expenses incurred but not paid. No determination has been made of the amounts of such income or expenses as of August 31, 1974 and 1973. The deficit balances in certain of these funds as of August 31, 1974 are expected to be eliminated through additional grants or payments on contracts.

Permanent Fund

The Permanent Fund consists of resources of the Association which may not be expended or otherwise transferred, except by the approval of the Executive Committee, the Board of Directors and a two-thirds vote of the Representative Assembly. However, the Bylaws of the Association provide that such resources may be expended for the cost of building improvements and the cost of printing **Addresses and Proceedings.** At August 31, 1974, $3,973,617 had been loaned from the Permanent Fund to the General Fund. The Board of Directors of the Association has approved such borrowings up to $4,000,000.

In July 1973, the Representative Assembly approved the discontinuation of life memberships. However, all life membership applications received prior to that date will continue in force under their original terms which allow for the payment of life memberships in equal installments over a period of 10 years. At August 31, 1974, the aggregate amount receivable from these life memberships was approximately $13,025,000. This amount has not been recorded in the accompanying financial statements since it is not possible to estimate the amount which will ultimately be collected.

Life memberships are recorded as Permanent Fund Income when payment is received, except that an amount equal to annual membership dues ($25) is credited to the General Fund. For the years ended August 31, 1974 and 1973, total life membership receipts were $2,351,582 and $2,400,084, respectively, of which $1,567,075 and $1,576,825 was credited to the General Fund and $784,507 and $823,259 was credited to the Permanent Fund.

Income earned on Permanent Fund investments (including the interest earned on the amount loaned to the General Fund) is recorded as investment income in the General Fund.

Investments

The Permanent Fund investments consist primarily of a 97% interest in a pooled investment fund administered by a commercial bank. Gains and losses are recognized only when a withdrawal is made from the pooled investment fund by a participant. The investment is recorded at original cost adjusted to actual cost upon the addition or withdrawal of a fund participant.

Property, Equipment and Depreciation

The Association does not provide for depreciation on its buildings because it is the intention to finance future building replacements, when required, from sources other than current income or General Fund capital. Building additions and improvements are financed from the Permanent Fund and transferred to the General Fund. Furniture and equipment are financed from the General Fund and are expensed when purchased.

Fees and Services for Affiliates and Associated Organizations

For the year ended August 31, 1974 the Association adopted a policy of recording fees and services charged to affiliates and associated organizations, special projects and outside organizations as General Fund income. Such fees and services were recorded as a reduction of General Fund expenses for the year ended August 31, 1973. General Fund income and expenses have been reclassified for the year ended August 31, 1973 to reflect the fees and services as General Fund income rather than a recovery of cost. Such change had no effect on previously reported excess of income over expenses.

NOTE 2—UNPAID MEMBERSHIP DUES RECEIVABLE FROM CERTAIN STATE ASSOCIATIONS

A portion of the membership dues for prior years was not remitted to the Association by certain state associations and is evidenced by interest bearing notes which are payable to the Association in varying amounts through 1978. During the year ended August 31, 1974, principal payments of $573,685 (including $79,302 for new notes) were received. The following is a summary of these notes as of August 31, 1974 and 1973.

Representing dues receivable applicable to:	Balance as of August 31 1974	1973
1971 and prior	$1,320,208	$1,782,346
1972	230,571	262,816
1973	75,254	—
	$1,626,033	$2,045,162

NOTE 3—SEVERANCE PAY

During 1974, the Association adopted a policy of recording a liability for employee severance pay based on the collective bargaining agreements negotiated during the year. Previously, severance pay was recorded as an expense when paid. As a result of this change the Association has recorded a total liability for severance pay of $562,635 most of which was earned by eligible employees in years prior to 1973. Accordingly, the General Fund balance as of August 31, 1972 has been adjusted in the amount of $451,009 and the 1973 financial statements have been restated to reflect the new policy. The effect of this change during 1974 and 1973 was to increase expenses by $50,359 and $61,267, respectively.

NOTE 4—TRANSACTIONS WITH RELATED ORGANIZATIONS

The Association owns 100% of the outstanding common stock and 70% of the preferred stock of Teachers Services Corporation (a related automobile leasing corporation). Teachers Services Corporation had a cumulative loss as of August 31, 1974 and no value is reflected in the accompanying financial statements for the Association's investment in the Corporation.

As of October 11, 1974, the Association has guaranteed bank and other commercial loans (secured by automobiles) of $178,000 made to Teachers Service Corporation.

NOTE 5—LAND, IMPROVEMENTS AND BUILDINGS

In 1971, the Association (the Permanent Fund) purchased approximately 27 acres of land in Reston, Virginia. The land was appraised in 1973 at a value of $1,200,000 to $1,450,000. Total cost of the land and land improvements was $885,620 as of August 31, 1974.

The Association owns a vacant office building and land located in the business district of Washington, D.C. The Association has received an appraisal on this property which was $301,994 less than its cost. Accordingly, the land and building fund balance has been adjusted for the year ended August 31, 1974 to reflect the expected loss in value of this property.

NOTE 6—DuSHANE EMERGENCY FUND

The DuShane Emergency Fund, which was established to protect the human, civil and professional rights of educators, had $654,187 in loans outstanding to teachers and state associations as of August 31, 1974. The ultimate collectibility of these loans cannot be determined and accordingly are not reflected in the accompanying financial statements. Collections on these loans will be recorded as increases in the DuShane Emergency Fund balance if and when received.

NOTE 7—BANK LINE OF CREDIT

In connection with a $5,500,000 line of credit granted by a commercial bank for which no commitment fee is paid, the Association has agreed that it will not encumber any real property or pledge other assets without the written consent of the bank. In addition, the Association must confine its borrowings to the bank. As of August 31, 1974 and October 11, 1974 the Association had no borrowings under this line of credit.

NOTE 8—RETIREMENT PLAN

The Association has a contributory retirement plan which covers substantially all employees. The Association's policy is to fund retirement costs accrued. Unfunded prior service costs of the plan approximated $1,429,000 as of December 31, 1973 (the date of the most recent actuarial valuation), and is being amortized over a period ending May 31, 1986. Retirement plan expense for the years ended August 31, 1974 and 1973 was approximately $1,352,000 and $1,240,000, respectively including $163,000 and $160,000, respectively of unfunded prior service cost amortization.

NOTE 9—CONTINGENCY

The Association is a co-defendant in an action which seeks to hold the Association liable for alleged damages of $100,000 and punitive damages of $500,000. Management of the Association believes that it can successfully defend the lawsuit on the issue of liability or that the plaintiff will be unable to demonstrate any appreciable actual damages. However, if the Association loses on the issue of liability, it could conceivably be held liable for punitive damages the amount of which can not be predicted at the present time.

$AVE MONEY

Buy Direct From Your Unified Association's Prescription Service Program

Are you aware of the established mail-order PRESCRIPTION SERVICE PROGRAM available to NEA unified members offering substantial *savings* at a time when medical costs are sky-rocketing . . . and shop-at-home *convenience?*

In a recent survey, astonishing differences in retail prices charged for identical prescriptions were discovered throughout the country.

- *In New York:* 30 tablets of a heart medicine varied from a low of 60¢ to a high of $3.35.
- *In Chicago:* 15 capsules of an antibiotic ranged from a low of $1.50 to a high of $6.00.
- *In Denver:* Identical prescriptions for a well–known arthritis medicine ranged from a low of $1.79 to a high of $3.65.

A more typical example of these variations is found in a Kansas suburb—Overland Park—where 100 tablets of Aldactazide, a drug used to control high blood pressure, sells for $14.80 compared to your Association's Prescription Service charge of only $10.44 for the *identical* item—a savings of *$4.36!*

A special feature of the Association's Prescription Service Program is its ability to generate *consumer awareness* in the area of *price disclosure* for prescription medicines, and savings available through the use of *generic equivalents* (chemically equivalent products).

Depending on your prescription needs, savings of up to *50%* are available through the Association's Program. In order for you to reap the economic benefits of this exclusive program, it is essential that your doctor prescribe a generic equivalent of the brand name product you need. If not, your Association's Program or your local pharmacist will have no choice but to dispense the brand name product prescribed, usually at a far greater cost than the generic equivalent. If your doctor is not familiar with the generic name, ask him to add "or generic equivalent" to the prescription. *Remember, prescriptions sold under the generic or chemical name have the same therapeutic quality but are considerably less expensive than the brand name product.* For example, here are 99 of the most frequently requested prescription drugs received by your Association's PRESCRIPTION SERVICE PROGRAM. Savings available, by using generic equivalents, are highlighted in large type directly following the drug's brand name.

Compare Your Prescription Costs To Your Association's Prescription Prices Listed Below
Generic Comparison Highlighted And In Bold Type Below
Prices Quoted Are For Quantities of 100.

Actifed	5.22	**HYDROCHLOROTHIAZIDE 50 mg.**	**2.88**	**PAPAVERINE 150 mg. LA**	**3.96**
Aldactazide	10.44	Esimil	11.61	**Peritrate SA 80 mg.**	**8.91**
Aldactone	9.36	Estrogens Conj. 1.25 mg.	4.68	**PETN 80 mg. LA CAPSULE**	**4.77**
Aldoril-15	9.72	Etrafon 2-25	12.06	Persantine 25 mg.	7.92
Aldoril-25	10.80	Furadantin 50 mg.	9.27	**Premarin .625 mg.**	**5.04**
Antivert 12.5 mg.	6.12	Hydergine	9.18	**ESTROGENS CONJ. .625 mg.**	**3.60**
Arlidin 6 mg.	7.47	**Hydrodiuril 50 mg.**	**6.39**	**Premarin 1.25 mg.**	**7.56**
Arlidin 12 mg.	12.78	**HYDROCHLOROTHIAZIDE 50 mg.**	**2.88**	**ESTROGENS CONJ. 1.25 mg.**	**4.68**
Butazolidin	8.19	**Hydropress-50**	**9.54**	**Pronestyl 250 mg.**	**6.39**
Butazolidin Alka	8.91	**HYDROSERP-50**	**3.60**	**PROCAINAMIDE 250 mg.**	**4.68**
Cerespan	**11.25**	Hygroton 100 mg.	9.09	Propoxyphene Cmpd.-65	3.78
PAPAVERINE LA 150 mg.	**3.96**	Inderal 40 mg.	6.66	Quinaglute	18.90
Chlortrimeton 12 mg.	**6.21**	Indocin 50 mg.	14.58	Regroton	10.35
CHLORPHENIRAMINE 12 mg.	**2.16**	Ismelin 10 mg.	8.91	Salutensin	11.16
Choloxin 2 mg.	13.23	Ismelin 25 mg.	11.97	Sansert	18.27
Colbenemid	8.01	Isordil 10 mg.	4.86	**Serapes**	**8.28**
Combid	14.49	Isordil 40 mg.	9.99	**HHR**	**3.96**
Coumadin 5 mg.	5.49	Lasix 40 mg.	8.91	Sinequan 10 mg.	11.52
Cyclospasmol 200 mg.	8.28	Librax	7.02	Stelazine 2 mg.	9.45
Darvocet N 100 mg.	8.37	Librium 5 mg.	5.85	Talwin 50 mg.	9.27
Darvon 65 mg.	**7.38**	Librium 10 mg.	7.29	Tandearil	9.27
PROPOXYPHENE 65 mg.	**4.05**	Librium 25 mg.	9.99	Tetracycline 250 mg.	2.88
Darvon Cmpd. 65 mg.	**7.65**	Lomotil	7.74	Tofranil 25 mg.	9.72
PROPOXYPHENE CMPD. 65 mg.	**3.78**	Mellaril 25 mg.	9.09	Tofranil 50 mg.	18.45
DBI TD 50 mg.	11.07	Mellaril 100 mg.	11.34	Triavil 2-10	9.90
Dimetapp	8.91	Meprobamate 400 mg.	2.16	Triavil 2-25	12.15
Diupres 500 mg.	9.63	**Nitrobid 2.5 mg.**	**7.92**	Triavil 4-25	13.14
Diuril 500 mg.	6.39	**NITROGLYCERIN LA 2.5 mg.**	**3.06**	Valium 2 mg.	7.20
Dyazide	7.56	Norpramin 50 mg.	14.94	Valium 5 mg.	8.46
Elavil 25 mg.	9.18	Ornade	10.62	Valium 10 mg.	11.25
Elavil 50 mg.	16.29	Papaverine 150 mg. LA	3.96	Vasodilan 10 mg.	6.66
Enduron 5 mg.	7.83	Pathibamate 400 mg.	10.44	Vasodilan 20 mg.	11.79
Esidrix 50 mg.	**6.66**	**Pavabid**	**9.90**	Zyloprim 100 mg.	6.75

THE NEA PRESCRIPTION SERVICE PROGRAM is administered by one of the most technically advanced pharmacies in the country . . . Pharmaceutical Services of Kansas City, Inc. Their carefully planned, controlled program is unequalled anywhere. Your Association's Program contains features which are unique and exclusive including:

- Unequalled satisfaction or your money back.
- Computer-monitored drug interaction checks on nearly 40,000 potentially hazardous drug combinations.
- Computer-monitored allergy protection.
- Printed reorder cards on every item purchased to enable you to order refills without even writing your name.
- Orders filled and shipped same day they are received.
- Open credit privileges, and free first-class delivery on prescriptions.
- Free itemized invoices in duplicate which gives (1) the prescription number, (2) drug name. (3) strength and quantity, (4) days supply, (5) doctor's name and (6) the price charged; and even a year-end itemized listing of your year's purchases of prescriptions for tax and insurance benefits.

A comprehensive 64-page catalog describing the Program in detail and listing 1,000 prices of items that account for 90% of the Program's pharmaceutical sales is available by writing to: PRESCRIPTION SERVICE PROGRAM, 1201 16th Street, N.W., Room 405E, Washington, DC 20036, and enclosing 25 cents in coin to cover the cost of postage, printing, and handling.

IT IS NOT NECESSARY THAT YOU SEND FOR THE CATALOG TO PARTICIPATE IN THE PROGRAM OR TAKE ADVANTAGE OF THE INFORMATION FURNISHED IN THIS ARTICLE.

If you wish, you may send your next prescription directly to Pharmaceutical Services of Kansas City, Inc. 6427 Prospect Avenue, Kansas City, Missouri, 64132, along with the mailing label from this publication which identifies you as a unified member and automatically guarantees preferential treatment and discount prices.

YOUR ASSOCIATION URGES YOU TO USE THIS INFORMATION TO HELP YOU TO MAKE ECONOMICALLY SOUND DECISIONS REGARDING YOUR PRESCRIPTION NEEDS.

The Association that protects teachers' rights also has plans to protect your home.

Whether you own a house or condominium, rent an apartment or live in a mobile home, your Association knows that you, as an educator, have unique insurance needs. And we've taken steps to make this special coverage available through money savings plans offered to members of the United Teaching Profession.
Here are the questions members ask most frequently about these plans. When you know the answers, you'll also know why thousands of NEA members protect their dwellings and property with the Association-sponsored plan.

1. **Are these plans underwritten by a major company?**
   Yes. They were developed by NEA & Horace Mann, a nationwide insurance company dedicated exclusively to serving educators. Your Association has sponsored Horace Mann homeowners policies since 1969.

2. **What is covered by the Horace Mann homeowners policy?**
   The broadest Horace Mann contract covers virtually any type of property loss. And all our policies provide liability protection if someone should be injured on your property.

3. **Can I save money or increase my coverage by switching to my Association's plan?**
   Many members have enjoyed one or even both of these benefits through plans offered by their associations. There is considerable variation between competing insurance plans. Your Horace Mann agent can provide you with a comparison of cost and coverage

4. **How about service?**
   Horace Mann's nationwide team of agents stands ready to serve you whenever the need arises. They are trained to provide you with expert counsel, and if there is ever a question or technical point your agent cannot answer, he is only a WATS line away from a 24-hour information service at the home office.

5. **Each year I move back to college for 6 weeks to further my professional education. Will I have coverage for my possessions at school while still maintaining protection at home?**
   Of course. As we said, these plans were designed with the special needs of teachers in mind. Our homeowner program covers both the teacher's main dwelling and its contents, and a minimum of $1000 of personal property kept at another location. Larger amounts can also be covered.

6. **Sometimes I bring my own books, cameras and other materials to class. Would my Association's plan cover these articles?**
   In most states, Horace Mann plans cover personal property used at another location for educational purposes. The property is also covered while being transported in a car to and from school.

7. **I have been afraid of filing claims for fear of being cancelled or having my premiums increased. What is my Association doing to protect my interests and provide me with adequate recourse?**
   Your Association is committed to seeing that you are always treated fairly. A letter to NEA Special Services will bring an immediate response and review by a special insurance panel.

As you can see, your Association's plan is uniquely tailored to meet your special needs as an educator. Before your present policy expires, get all the facts on the Horace Mann homeowners, renters, condominium or mobile home policy that best meets your needs. For complete information mail the coupon below.

Underwritten by:

Horace Mann Insurance Company
Financial Services from
Horace Mann Educators.

Policy differences in Mississippi, North Carolina and Texas.

nea SPECIAL SERVICES
...We're listening.

Horace Mann Insurance Company
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Springfield, Illinois 62701
Att: Mail No. 5015

Yes, I want to compare the many advantages offered by my Association's plans. Send me information on:

- ☐ Homeowners Insurance
- ☐ Renters Insurance
- ☐ Condominium Insurance
- ☐ Mobile Home Insurance

☐ Please have your nearest Horace Mann agent contact me to provide a complete cost and coverage comparison.

Name _____ Phone _____

Address _____

City _____ State _____ Zip _____

School _____ School District _____ Phone _____

Expiration date of my current policy _____

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nea reporter

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National Education Association
Washington, D.C.
7

To Guarantee an Essential Right

COLLECTIVE BARGAINING FOR ALL TEACHERS

"Collective bargaining for teachers and other public employees is an idea whose time has finally come."
NEA Executive Terry Herndon

"State and local governments have had 40 years to come up with something. That's time enough."
AFSCME President Jerry Wurf

WASHINGTON, D.C.—The newly organized 94th Congress is already working on major NEA-backed legislation, including a bill to guarantee the right to collective bargaining for all teachers, preschool through college, and for other public employees. Rep. Frank Thompson (D-N.J.), chairman of the House Subcommittee on Labor-Management Relations, and Harrison A. Williams (D-N.J.), are spearheading this legislation.

Hearings on collective bargaining bills were held in both

(Continued on next page)

Also in This Issue

EDUCATIONAL NEGLECT

Dropouts & Pushouts
Asian Americans & First Americans
Spanish-Speaking Students
Ghetto & Suburban Youth
Youth in Detention

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COLLECTIVE BARGAINING . . .

(Continued from page 1)

chambers during the 93rd Congress, and it was clear that interest in the topic was widening on Capitol Hill. NEA Executive Secretary Terry Herndon predicted that the 94th Congress will "sustain the momentum we achieved in the 93rd and in all probability will enact legislation to guarantee this essential right to teachers and other employees of state and local governments. This is an idea whose time has finally come."

Other members of the coalition joining NEA in efforts to obtain the legislation are equally optimistic. Jerry Wurf, president of the American Federation of State, County, and Municipal Employees, declared: "It simply isn't reasonable to ignore 11.5 million people, and state and local governments have had 40 years to come up with something. That's time enough."

Council on Priorities

In another effort to influence the new Congress, NEA, AFSCME, and a number of other national groups last month formed a Council on National Priorities and Resources. The council will work to "promote the appropriate use for our national resources in a fashion best designed to meet the human needs of our society," according to Chairman John Gilligan, a former Ohio governor. The council will try to convince Congress that social programs should get priority treatment in the federal budget.

NEA Executive Secretary Herndon is a member of the council's executive committee.

Retirement Bill

Meanwhile, Rep. Carl Perkins (D-Ky.), chairman of the House Education and Labor Committee, and Sen. Alan Cranston (D-Calif.), a member of the Senate Labor and Public Welfare Committee, have introduced bills to guarantee the right of teachers to move from one state to another during their working careers without loss of **retirement benefits.** This bill and other retirement benefit improvements are under committee study.

NEA has testified in behalf of substantial **increases in appropriations for federal education assistance** programs in the next fiscal year. President James Harris dubbed the Administration's proposed budget "an economic and social disaster," pointing out that local and state governments are already laying off workers and cutting back programs at a devastating rate. "It's going to get worse if cities and states have to shoulder an even greater share of education, health, and public assistance costs—which is what this budget would mean."

Sen. Walter F. Mondale (D-Minn.) told NEA's recent Washington Conference on Educational Neglect that the proposed education budget for fiscal 1976 would mean an actual decline of 25 percent below funds available in the current year. In dollars, Mondale said, the proposed spending would mean the loss of $959 million in real purchasing power.

NEA's general aid bill, to provide a full third federal financing of public elementary and secondary education, is being prepared for introduction, and hearings on the proposal are expected in both Houses of Congress in the first session.

Other Legislation

Other measures backed by NEA are moving up the Congressional ladder. They include legislation to provide **unemployment compensation for teachers** not presently covered under existing laws, a bill to provide additional **public service employment,** one to continue **general revenue sharing** beyond next year's scheduled expiration (including a relaxation of tight restrictions on the use of funds by local governments), a major bill to provide comprehensive cradle-to-grave **national health insurance,** and a number of measures to soften the impact of the nation's economic ills on unemployed individuals. The latter category includes bills to ease the personal income tax burden, increase unemployment and Social Security cash benefits, and special programs to assist unemployed homeowners who face the possibility of mortgage foreclosure.

NEA Lobbying Focuses on Key Committees of Congress

Good groundwork is the key to good lobbying. In its work with Congress, NEA confers with and provides information to the committees assigned to deal with specific topics. Bills are scheduled for action—hearings, final draft, and reporting for floor action—by the chairmen of these key committees.

In the 94th Congress, more than 25 percent of the members are new—many of this group were supported by NEA and its affiliates in the 1974 elections. In its lobbying efforts during the next two years, NEA will keep the "freshman class" fully informed of teacher concerns, and the new members serving on key committees will be briefed on NEA's positions on bills assigned to their committees.

The following members of the 94th Congress will serve as chairmen of the committees and subcommittees working on legislation of interest to NEA. Note that under the committee reorganization of the House, the Education and Labor Committee now has three education subcommittees identified by program area.

KEY SENATE COMMITTEES

APPROPRIATIONS

John L. McClellan (D-Ark.), *chairman*

LABOR-HEW SUBCOMMITTEE: Warren G. Magnuson (D-Wash.), *chairman*

LABOR AND PUBLIC WELFARE

Harrison A. Williams (D-N.J.), *chairman*

EDUCATION SUBCOMMITTEE: Claiborne Pell (D-R.I.), *chairman*

KEY HOUSE COMMITTEES

APPROPRIATIONS

George H. Mahon (D-Tex.), *chairman*

LABOR-HEW SUBCOMMITTEE: Daniel J. Flood (D-Pa.), *chairman*

EDUCATION AND LABOR

Carl D. Perkins (D-Ky.), *chairman*

ELEMENTARY, SECONDARY, AND VOCATIONAL EDUCATION SUBCOMMITTEE: Mr. Perkins, *chairman*

WAYS AND MEANS

Al Ullman (D-Ore.), *chairman*

UNEMPLOYMENT COMPENSATION SUBCOMMITTEE: James C. Corman (D-Calif.), *chairman*

SELECT EDUCATION SUBCOMMITTEE: John Brademas (D-Ind.), *chairman*

POSTSECONDARY EDUCATION SUBCOMMITTEE: James G. O'Hara (D-Mich.), *chairman*

LABOR-MANAGEMENT RELATIONS SUBCOMMITTEE: Frank Thompson, Jr. (D-N.J.), *chairman*

LABOR STANDARDS SUBCOMMITTEE: John H. Dent (D-Pa.), *chairman*

Top Federal Mediator Backs Public Employee Bargaining

Top labor-management relations man for the Ford Administration, William Usery (left), chats with NEA Legal Counsel Robert Chanin following a meeting with the NEA Executive Committee. Usery told the NEA leaders that he now favors full collective bargaining rights for teachers and other public employees. (NEA Executive Secretary Terry Herndon is in the background.)

WASHINGTON, D.C.—"We cannot go on as a nation denying any group of employees the rights that other employees have," Federal Mediation and Conciliation Service Director William Usery said here recently.

Appearing at a meeting of the NEA Executive Committee, Usery spoke out strongly in favor of full collective bargaining rights for teachers and other public employees. He outlined the mediation, technical, and other services now offered by FMCS in public as well as private labor disputes.

Usery, who is a special assistant to President Ford on labor-management relations, also acknowledged that he supports the right of teachers to strike. And he cautioned against letting the fight for public employee bargaining rights get talked to death by opponents who try to capitalize on such far-fetched possibilities as a doctor striking in the midst of an operation or a soldier walking out on a battle. "A strike is not the worst thing that can happen to us in a free society," Usery said, "even though they should be avoided."

Usery supported the NEA contention that "the federal government has a responsibility in the public sector as well as in the private sector," and that "we're going to have to have federal legislation" covering public bargaining. He pointed to the obvious contradictions in allowing strikes by private hospital or sanitation workers while prohibiting them by public workers doing precisely the same type of jobs—a point NEA has made repeatedly. "We either give all employees the same rights or we find some other way to solve disputes in all cases," he stated.

In discussing the federal role in the public sector, Usery stressed the inequities currently existing among states, agreeing that bargaining rights should be applied "equally for all school systems, whether in Southern California or New Hampshire."

Federal Mediation and Conciliation Service is an independent federal agency statutorily dedicated to supporting the concept of free collective bargaining and to helping employees and employers reach peaceful settlements. Until recently, FMCS concentrated on the private sector because public workers are not covered by federal law. But because of the astonishing growth of public bargaining and work stoppages, explained Usery, "we decided that our previous policy was outmoded and outdated." The service now "stands available to help foster and promote the best labor-management relations in the public sector" by, for example, providing mediators at the request of either party in a dispute, he said.

Over 1.6 Million

SOARING NEA MEMBERSHIP HIGHEST IN HISTORY

WASHINGTON, D.C.—Membership in NEA hit the highest point in its history this year, reaching 1,643,704 by February 21, Membership & Unification staff announced here. Further, the number of added members this year is the second largest in the Association's 117 years—176,000—they said.

NEA Executive Secretary Terry Herndon, reporting the record gains to the Board of Directors, especially commended the recently unified states of Georgia, Massachusetts, Nebraska, North Carolina, Ohio, and Virginia. He noted that 31 of the 53 state-level NEA affiliates have already exceeded their last-year NEA membership totals, and 40 of these affiliates are ahead of last year's membership at this time.

The membership goal for this year had been set at 1.6 million.

"Educators Standing Together"

TENNESSEE TEACHERS UNIFY

NASHVILLE, TENN—Members of the Tennessee Education Association have voted 16,250 to 10,630 to become NEA's 50th unified state-level affiliate. TEA becomes unified officially on July 1.

TEA President Lucille Nabors, expressing delight that her state had made a formal commitment to the United Teaching Profession, said that "educators, standing together, can do anything that needs to be done." TEA Executive Secretary Don Sahli said that the unification means "an almost doubling of TEA's voice at the national level through increased NEA membership. It will make possible more TEA and NEA services to local associations," he added, "and will tie together the professional memberships, interests, and programs of the local, state, and national levels."

Only three of NEA's 53 state-level affiliates remain non-unified—Arkansas, Puerto Rico, and Texas. Votes on unification are scheduled this spring in Texas and Arkansas.

LETTERS

A members' forum—especially, a place for dissenting members to share their concerns.

Problems of Education

I must agree with the person ["Letters," February REPORTER], "the NEA. . . ., should devote its time and resources to the problems of education."

It is about time the NEA CONVENTION DELEGATES get their nose back in the classroom and education. Many of the issues debated and passed on the floor are personal desires and the convention is used to propagandize. Let those people take their soap box somewhere else to espouse their cause on their own time and vote public issues as they wish. Gun control, foreign aid, minority this-and-that do not belong at the convention and the chairman is malfeasant when he does not declare them out of order.

Every person in the U.S. is a member of some minority group. If the NEA is a democratic organization, how can it place restrictions on who is a candidate or holds office? This is a direct violation of the civil rights and a restriction on selected dues paying members. I question the legality if the NEA is a non-profit organization.

Tom Griesbaum
Bethalto, Illinois

Teacher Power

It concerns me when I read quotes such as the one credited to NEA Executive Secretary Terry Herndon during the conference in Las Vegas, Nevada, that teachers will be "one of the most formidable forces" in choosing the next President of the United States.

We've just come through an experience which was very painful, "Watergate Affair," which acted from a position of power. It too resulted from a group which was a formidable force in choosing a President of the U.S.

Ruth L. Edelson
Bloomfield, Conn.

On behalf of UniServ Cluster IX, I would like to congratulate NEA-PAC for its support of candidates in the past national election who are friends of education. We hope that in the ensuing year and thereafter the NEA-PAC will concentrate its efforts in a campaign to educate teachers of the necessity of supporting political candidates both financially and with time.

Susan Berry
(Secretary—Cluster IX)
Worcester, Mass.

Teachers & Inflation

Thank you for page 12 of Vol. 13, No. 5 ["How Teachers Cope with Inflation"]. I wish every school board member in America could read the four stories. It is time that we stop trampling on our teachers. I believe if parents and grandparents could read those four stories that they would feel a kinship to teachers like they had rubbed elbows with their sons and daughters' teachers. I think many of these parents will make it known to school boards that they want a part in paying better salaries. Too, I believe it will awaken parents and children to show individual teachers that they are appreciated and valued.

Eva Krug
Garden City, Kansas

Enrollment Cancer

We cannot believe that educators would refer to reduced enrollment as "deadly" and "a cancer" ("Declining Enrollment," page 8, NEA REPORTER, February 1975).

Every informed person knows overpopulation is the major cause of misery on our planet.

In the United States, population is finally stabilizing, but while intelligent citizens rejoice, the NEA REPORTER weeps.

We are ashamed to be members.

Avis Grosslein
Ruth Messer
Teaticket, Mass.

nea reporter

nea helping teachers teach

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President
Terry E. Herndon,
Executive Secretary
Susan Lowell
Publisher
Marshall O. Donley, Jr.
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Assistant to the Editor

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NEW YORK TIMES WRITER DECLARES:

Teachers Now Lions in Political Arena

By A. H. RASKIN

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The post-Watergate national election of 1974 saw teachers move out in front of doctors, milk producers and all the rest of the traditional big spenders as possessors of political clout. In money, campaign manpower and vote-coralling effectiveness, organized teachers—only a few years ago strangers to politics—outdid every other interest group.

Their leaders hope that these efforts will pay off this year in Congressional passage of a bill guaranteeing teachers and other public employees the same rights to unionize and to strike that workers in private industry have had for 40 years. They also expect more responsiveness to educational needs on Capitol Hill and in statehouses and city halls across the country.

The emergence of teacher power as a nationwide political force was almost the only thing the major organizations had to be jubiliant about in a year that brought these discouraging developments:

Tight municipal budgets forced layoffs of teachers in New York and other cities for the first time since the Depression of the thirties. Retrenchment at all levels of education, combined with a growing surplus of teachers and increased community willingness to sit out school and college strikes without capitulation, put unions on the defensive at the bargaining table.

A breakdown in negotiations to merge the two biggest teacher organizations—the 1.5-million-member National Education Association and the more-than-400,000-member American Federation of Teachers—touched off open warfare that seems likely to intensify this year. The one solid advance on the organizing front was the first big-city breakthrough for teacher unionism in the Deep South—the winning of exclusive bargaining rights for New Orleans public-school teachers by a merged unit of the AFT and the NEA.

Reasons for Action

The ever-mounting dependence of elementary, secondary and higher education on Federal financing and the intensified competition for scarce state and local resources were the chief spurs to teachers' political action in 1974. Even the 80,000-member American Association of University Professors, long regarded as the most cloistered of academic organizations, took its first tentative steps toward joining the two mass groups of classroom teachers, the NEA and the AFT, in the political arena.

In a year when most business associations were cutting back on their campaign contributions in the wake of the Watergate scandals, teachers' spending to elect "pro-education" candidates vastly exceeded the relatively modest totals of previous years.

Through its national Political Action Committee, the NEA gave $225,000 to 310 candidates for the Senate and House of Representatives. But that was only the tip of the iceberg. The committee estimates that $2.5-million more was made available to candidates for Congressional and state office through its state and local affiliates.

Contributions by members of the American Federation of Teachers came to $1-million, according to its president, Albert Shanker, who began a decade ago in New York City to set the patterns that led to the primacy of politics in teacher unionism. Of this year's total $400,000 was raised in New York State, where all Federation and National Education Association locals belong to a merged organization. The state group reported 91 percent success on Election Day, with 133 victors among the 147 candidates it backed at all levels.

On a national basis neither the federation nor the association did quite as well as their joint offspring in New York, but both had a victory record above the 75 percent mark. Most of the teacher-supported winners were Democrats, and the dimensions of the Democratic sweep were obviously a significant element in giving such great success to the separate efforts of the two teacher organizations.

Both privately and in public statements, politicians tend to put high value on campaign support by teachers. This is partly because of the intensity with which local teacher groups throw themselves into such campaign chores as doorbell-ringing and telephone solicitation and partly because, as one Democratic Congressman put it, "they lend class to a campaign."

Both of the teacher organizations intend to step up the political fund-raising activities on a year-round basis, both insist they would not be hurt, if Federal and state laws were changed to cut off all campaign spending by special-interest groups.

"Money is the least significant aspect of what we do," says Mr. Shanker. "We can never outdo the wealthy in that rat-race. Our real value is in the people we put into campaigns. In New York State alone we had over 4,000 volunteers in 1974."

Terry Herndon, the NEA's executive secretary, feels much the same way. "I am something of a fundamentalist," he says. "Our greatest resource is people. The more the Government shuts down on private money in campaigns, the better shot we'll have at electing our candidates."

Apart from pressing for vastly expanded Federal activities and appropriations in education, the teacher groups will be lobbying on Capitol Hill for a statutory passport to easier union organizing in schools and colleges. For a time it appeared that the biggest obstacle to Congressional approval of a collective-bargaining bill for state and local employes would be conflict between the NEA and the AFT over what kind of bill to pass.

That danger has not been totally removed, but it has been lessened by a declaration by the National Education Association that it will go along with the measures sought by the American Federation of Teachers if it cannot get the one it prefers.

"The National Education Association has become a crusader for reform and the American Federation of Teachers a stalwart of old-guard conservatism—a total reversal of their traditional roles."

The AFT version which has the backing of the AFL-CIO calls for simple amendment of the Taft-Hartley Act to bring public employes under all the standard provisions covering industrial workers. This would include jurisdiction by the National Labor Relations Board and an unlimited right to strike, except where the President and the courts decide that a strike endangers the national health and safety.

The NEA preference is for a special board to handle elections and all other labor-relations problems affecting public employes. The new law would permit strikes but establish an elaborate peace-making apparatus, including fact-finding and optional arbitration. It would also contain an agency-shop provision requiring all teachers to pay the equivalent of union dues wherever the majority vote for union representation.

Up to now most state and city officials have lobbied against any Federal law to regulate Civil Service labor relations, especially one that makes the right to strike a legally protected activity. However, union successes in both Congressional and local elections last year have brought some defeatism into the opposition camp, and quiet efforts are under way among some Governors and Mayors to find a compromise formulation to push in Congress. It would set minimum Federal standards, with much flexibility left to state legislatures.

With or without a new law, teachers' strikes are more likely to diminish than to increase this year. That is the expectation of Mr. Shanker, who believes that the financial pinch on school boards and institutions of higher learning has made teachers fearful of striking, despite the eating away of their salaries by inflation. An AFT survey indicated that higher living costs had nullified all the wage increases the average public school teacher had received since 1967. The average annual salary last year was $11,252, but in terms of purchasing power this represented only $3 more than the $7,077 average seven years earlier.

Interunion raids were more frequent than new organizing campaigns in the 1974 activities of both the teachers federation and the education association, following the collapse of merger talks early in the year. Mr. Shanker, the dominant personality in the AFT for a dozen years, took over its presidency in August and promptly strengthened its identification with organized labor's mainstream by making it a mainstay of a new two-million-member AFL-CIO Public Employes Department.

A New Coalition

The National Education Association, in recent years much more a union than a professional association, severed the unity efforts principally out of hostility to the idea of a mandatory tie-up with the AFL-CIO. However, the NEA is no believer in a go-it-alone policy for teachers. It is seeking to weld all Federal, state and city workers into a Coalition of American Public Employes, unaffiliated with the rest of organized labor.

Its initial partners in the coalition are the 700,000-member American Federation of State, County and Municipal Employes and the 75,000-member National Treasury Employes Union. Overtures for possible affiliation have been made to the American Association of University Professors, the American Nurses Association and the National House Staff and Residents Association, a fledging group representing hospital staff physicians.

The links between the NEA and the professors' group may go beyond a fraternal tie through the coalition. The professors teamed up with the NEA last fall to oust a teachers federation unit as bargaining agent for 2,500 faculty members at the University of Hawaii. Mr. Herndon of the NEA hailed the joint victory as "a graphic demonstration of the effectiveness of a united NEA-AAUP front." Most observers expect that 1975 will bring formal exploration of a full-fledged merger between the two groups.

By contrast, animosity between the National Education Association and the American Federation of Teachers has become so intense that demands are being made on the NEA national officers to order disaffiliation of the 200,000-member merged unit in New York State—heartland of the Shanker empire—unless it abandons its dual status and comes back to the NEA alone. "I don't say it's going to happen," says Mr. Herndon, "but there is great pressure on us to disaffiliate New York."

An ouster movement, if it comes, would shatter harmony in school systems all over the country. It would also provide a major embarrassment for the Congressmen and other officials elected with teacher support. The great majority of these who are Democrats may be in for embarrassment anyway if the high command of the AFL-CIO carries out hints that it will order a pullout of its forces from Democratic councils in protest against the rules on representation for blacks, women and other minorities adopted at the party's recent miniconvention in Kansas City.

Mr. Shanker, an AFL-CIO vice president, has lined up strongly with the George Meany wing of the federation in its denunciation of all such rules as implicit "quotas." The NEA, which had 100 members present as delegates at the miniconvention—roughly the same as the whole AFL-CIO contingent—strongly supports those same convention rules. It describes them as "minority assurances." On this, as on many other issues, the National Education Association has become a crusader for reform and the American Federation of Teachers a stalwart of old-guard conservatism—a total reversal of their traditional roles.

NEA MEMBERS WILL HAVE LEADING ROLE IN SELECTING NEXT U.S. PRESIDENT

WASHINGTON, D.C.—NEA's nearly 1.7 million members will have an unprecedented opportunity—perhaps the best ever devised by any national organization—to play a leading role in the selection of a major candidate in 1976 for President of the United States through a Presidential candidate screening process being worked out by the Association's Political Action Committee (NEA-PAC).

"To the best of our knowledge, no other national organization has ever devised such a comprehensive and democratic process for involvement of its members in the endorsement of a Presidential candidate," declared NEA President James A. Harris. "We are counting on our members to take advantage of this historic undertaking as the nation prepares to celebrate its 200th anniversary next year."

The 1974 NEA Representative Assembly adopted a procedure for endorsement of a Presidential candidate. NEA-PAC, the individual member's independent political action committee, is working out details to comply with the policy approved in Chicago last July.

NEA-PAC Committee Action

A special subcommittee, appointed by NEA-PAC Chairman Jack Rowe, of Merced, Calif., submitted recommendations approved by the NEA-PAC steering committee last January. The recommendations, which spell out specific steps to be taken in the screening process, will be presented to the full committee for consideration April 26-27 in New Orleans.

NEA-PAC is made up of representatives from each of the 50 state associations or state political action committees. Teachers are further represented on NEA-PAC through 12 members of the NEA Executive Committee and NEA Board of Directors, five members from the NEA minority caucuses, two members from Student NEA, and one representative from the National Retired Teachers Association.

"No other national organization has ever devised such a comprehensive and democratic process for involvement of its members in the endorsement of a Presidential candidate."

NEA President James Harris

Interviewing Candidates

The subcommittee recommendations, as approved by the NEA-PAC steering committee, deal with the process to be followed in interviewing Presidential candidates. For example, questions to be posed to candidates will be solicited from NEA members and NEA governance bodies, including the Executive Committee and the Board of Directors. Questions will be based on NEA policy as reflected in the Association's legislative program.

The NEA-PAC steering committee will conduct the interviews, with the NEA president serving as chief spokesperson. Interviews, where possible, will be held in the candidate's home state to achieve local, state, and regional participation.

All Presidential candidate interviews will be videotaped so they can be shared with members. The interviews will be conducted during the 1976 Presidential election year.

Mail ballots will be sent to the some 10,000 NEA Representative Assembly delegates within two weeks following the last major political party nominating convention, in late August or early September, 1976.

NEA-PAC will have one week after the last nominating convention to approve an official ballot. The ballot will be mailed to delegates within one week after it is approved. NEA-PAC may also recommend a choice to delegates three days prior to the official ballot.

If the ballot contains more than two options—for example, two candidates and "no endorsement"—a simple majority is required. If, however, the ballot contains two choices, 58 percent is required for endorsement.

NEA Political Action Voting Broadened

WASHINGTON, D.C.—The steering committee of NEA's Political Action Committee (NEA-PAC) has adopted a proportional representation voting system based on dollar contributions by each state together with an incentive plan aimed at increasing teacher votes and participation in NEA-PAC. The new procedure goes into effect on September 1.

The combined voting system and incentive plan is designed to further democratize the voting process in NEA-PAC. The new procedure increases the number of votes on NEA-PAC actions, including the endorsement of national candidates, from the current 70 votes to a possible 1,900 or more.

The voting system calls for each state and each of the NEA ethnic minority caucuses to receive one vote. An additional vote will be allotted to each state for every block of $1,000 in contributions.

The incentive plan is built into the system based upon the percentage of contributions to NEA membership in the state. The plan provides for an additional vote for each 10 percent of the membership that contributes.

For example, Minnesota would have a potential of 47 votes under the new voting system and incentive plan. Minnesota currently has a membership of 36,449. If total contributions amounted to $36,449, or $1 per member, prior to August 31, Minnesota would receive one vote—as do all other states—plus 36 votes for each $1,000 contributed. Under the incentive plan, Minnesota would receive an additional 10 votes. The incentive formula for Minnesota would be based on one vote for each contribution totaling $3,644.90.

OREGON COLLEGES VOTE FOR NEA BARGAINING

TIGARD, OREG.—Two Oregon community colleges associations, affiliated with NEA and the Oregon Education Association, recently scored victories in their bids to represent faculty in collective bargaining.

The Clackamas Community College Education Association, headed by automotive instructor Marc Essig, edged a local independent faculty group by a vote of 53 to 46 in a January 15 run-off election. A run-off was necessitated by inconclusive balloting in December, when 48 votes were cast for the association, 49 for the independent organization, and two votes for no representation. The bargaining unit at the Oregon City college includes 114 faculty.

On the same date, all 46 eligible faculty at Clatsop Community College, Astoria, went to the polls to give the Clatsop Community College Education Association a hands-down victory over its competitors. The tally: OEA/NEA—27; AFT—2; no representation—17; and a local independent faculty group—0. Fred Hasle, an anthropology instructor, heads the Clatsop association.

After several years of going it alone, an independent faculty bargaining agent at Southern Oregon College, in Ashland, has joined forces with NEA and OEA. Members of the Associated Professors of Southern Oregon College, led by President Bill Cornelius, bypassed both AFT and AAUP, and voted to affiliate with NEA/OEA by nearly a 4-1 margin. The tally: NEA/OEA—95; AFT—27; no affiliation—7; AAUP—2; and Oregon State Employees Association—2.

In a recent mail ballot representation election at Rogue Community College, Grants Pass, the OEA/NEA chapter won over the AFT local by a vote of 30 to 9, with 8 votes for no representation.

Wyoming Teacher Ordered Back to Classroom

CHEYENNE, WYO.—The First Judicial District Court here has ordered the reinstatement of Eva J. Kaper, an elementary school teacher cut during a reduction in force at the end of the 1972-73 school year. NEA and the Wyoming Education Association provided financial assistance for litigation.

A continuing contract teacher in the Platte County School District No. 2, Kaper was laid off even though she had five years' seniority and other, nontenured teachers were retained. The court said that "tenure, when granted to a teacher by statute, grants job security to such teacher and if the teacher is otherwise qualified and competent to serve, . . . such teacher has an indefinite permanent contract which cannot be terminated prior to the termination of a nontenure teacher holding a position that such tenured teacher is qualified and able to satisfactorily fill."

Eva J. Kaper

Hortonville Teachers Denied Due Process, Court Rules

MADISON, WISC.—The Wisconsin Supreme Court ruled here that 84 members of the Hortonville Education Association were denied due process last year when they were fired after striking. The court ordered a new hearing on the matter by the trial court.

Wisconsin Education Association Council President Lauri Wynn labeled the ruling "a major breakthrough for teachers' rights in Wisconsin." WEAC attorneys said the decision should guarantee that teachers cannot be fired arbitrarily without court review of the reasons for dismissal.

The court ruling also called for the state legislature to produce a more realistic approach to dispute settlement in the public sector, suggesting the need for special legislation to establish impartial hearing officers to decide cases of teacher dismissals. WEAC is pursuing this type of change in the present session of the state legislature, Wynn said.

100,000 TEACHERS TELL WHAT IS WRONG WITH THEIR SCHOOLS

ENGLEWOOD, COLO.—Teachers in this Denver suburb—like teachers everywhere—often wondered about weaknesses in their schools. They wondered how their ideas about these weaknesses compared with other teachers' perceptions.

"I thought the in-service program we had last year left a lot to be desired," one teacher mused. "But how could I tell if that's just my idea—or if many other teachers agreed about this weakness?"

This year, the 270 Englewood teachers stopped wondering. Like some 100,000 colleagues in nearly 100 local associations in 33 states, they took part in NEA's *instructional needs assessment* program. This program is one of several NEA assessment services to help locals set priorities.

Englewood teachers—and their association leaders—were surprised at how easy and rapid the needs assessment program worked. After a session or two of training, the needs assessment survey was given to all teachers in one day—it took about a half-hour to complete the form. The filled-out questionnaires were sent back to NEA Center in Washington, D.C., where they were run through a computer. The computer printed out a complete, item-by-item breakdown on Englewood teacher opinions about dozens of school programs.

"The most impressive thing of all," said Englewood Educators President Joe Bob Colvin, "was the data itself and the many ways it was reported out." Englewood teachers found out not only what major areas of schooling need improvement, they found out at what level—elementary, junior high, or high school—the concerns are most acute, which school buildings have the most concerns, even whether men or women teachers perceive their concerns differently.

Colvin and an Englewood Educators committee reported the survey findings to teachers in every school. The survey revealed that the four areas of major concern to Englewood teachers are teacher evaluation, professional development, the teaching/working climate, and in-service education.

"With this basic information—plus the detailed data—we are able to get to work," Colvin said. "We will start with the top four general problem areas and begin to interview teachers in the schools where the data showed the greatest discrepancies between what teachers want and what the system is now doing. If, for example, our investigation seems to indicate the need for a grievance to correct or improve a matter, then we will go through the grievance process."

Colvin expects, however, that the most useful place for the survey data will be in the hands of

***"Without the Uni-Serv director's active involvement—seeking things for the betterment of our district—this would never have come about"*—Englewood Educators President Colvin.**

Englewood, Colorado, teachers were to hear first of the needs assessment program after their UniServ director, Barry Miller (left), attended an NEA-Instructional and Professional Development training session in Chicago last October.

Miller (standing) won Englewood Educators approval of the needs assessment idea and, using NEA materials, trained Englewood teacher-leaders to administer the needs assessment questionnaire.

On November 19, teachers in every Englewood school completed the questionnaire.

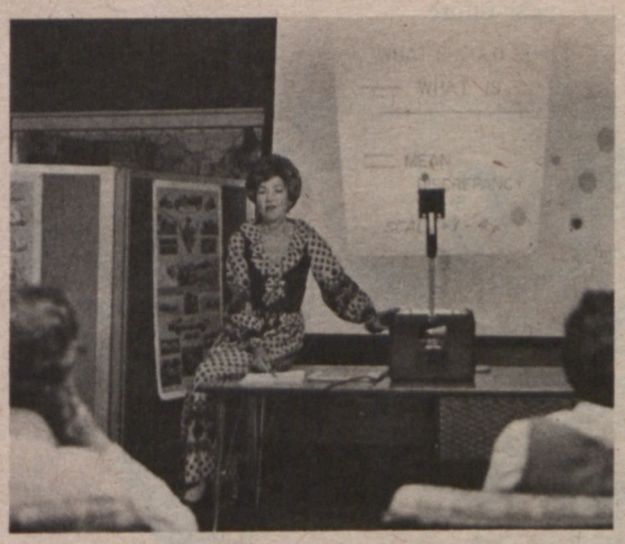
Back at NEA Center, data from the questionnaires were processed and readied for return to Englewood. Here, NEA data processing manager Richmond Lovelace discusses the printout with NEA Research staffer Bernard Bartholomew.

Englewood Educators negotiators. "Many of the negotiated items in the coming year will probably be based on this data," he said.

NEA staff who have been working with the needs assessment program agree with Colvin about the value of the data for bargaining. "Existence of the data itself can be a plus in local association negotiation efforts," they said. "Identification of particular trouble areas in follow-up investigations of the data adds precision to pertinent bargaining items."

NEA-IPD staff see other uses of the needs assessment data too. "The program offers a chance for teachers to begin to isolate some concrete needs that a local association can undertake as long-term instructional projects," they said. The needs assessment program is a good example, too, of local-state-national cooperation. Frank E. Johnson, assistant director of professional development, Colorado Education Association, lends direction and support for Englewood and four other Colorado locals. Leaders and staff throughout the country are finding that the instructional needs assessment program can demonstrate to the community that teachers are concerned with more than salary and fringe benefits—that teachers are actively working for better school programs from which students will benefit as well.

"The needs assessment instrument is based on a gap or discrepancy model. It asks teachers within a school district to assess a wide range of items on a 1-2-3-4 scale, with the numeral 1 meaning 'never' and the numeral 4 meaning 'always.' Taking an item such as 'textbooks satisfy instructional needs' the teachers circle the number they feel describes the present situation in their school and then in a second column the number for what they think the situation should be. If a majority of these teachers feels strongly that textbooks don't satisfy instructional needs, this discrepancy can become the basis for local action."—NEA-IPD guidelines



In January, the Englewood Educators data analysis committee reported the data to every school. Here committee member Claudia Kelley reports to an elementary school faculty. After the report-back, Englewood teacher-leaders further studied the data and set action plans—including negotiating changes based on teacher concerns that surfaced in the assessment.

NEA Launches Bicentennial Thrust

While planning NEA Bicentennial activities, NEA Immediate Past President Helen Wise and President James Harris view a Philadelphia mural, "Congress Voting Independence."

WASHINGTON, D.C.—Making the nation's 200th birthday an occasion for initiating major educational reform, NEA is shaping a full range of Bicentennial programs focusing on the themes of global interdependence, peace, human rights, and cultural diversity.

Top priorities include a revising of the cardinal principles of education; an essay contest for NEA members; 17 proposed major Association activities; publication of a *Bicentennial Ideabook* for schools, NEA leaders, and 1975 annual meeting participants; and an unusual proposal for a 1976 global teachers meeting in Washington, D.C., to be held jointly with the World Confederation of Organizations of the Teaching Profession.

Led by Helen Wise, immediate past president, and President James Harris, the NEA Committee on the American Revolution Bicentennial has drawn up a declaration stating that, 200 years after proclaiming their independence, the American people are entering a new era of interdependence of all peoples. In this era "education can be a vehicle through which peace and the principles of the American Revolution—life, liberty, the pursuit of happiness—may become the guidelines for human relationships on our planet," the declaration says. Educators can help bring about a global community based on peace and justice.

The cardinal principles of education, originally developed by NEA in 1918, have influenced the course of American education through most of this century. NEA feels that, as education moves into the 21st century, the statement needs reworking to help students grasp the complex meaning of living within a global system of interrelated parts.

Essay Contest

NEA will publish, as a companion volume to the revised principles and curriculum recommendations, a second book of essays taken from a competition open until January 2, 1976, to all NEA members (except staff and their immediate families).

Entries in the essay contest, sponsored by Reader's Digest Foundation, can be up to 1,500 words. Awards of $1,000, $500, and $300 will go to the three top winners. One of these four themes must be chosen:

- Interdependence of all peoples
- Principles of the American Revolution as guidelines for human relationships
- The interdependent global community of the next 100 years
- Globalizing the school curriculum.

A coupon for more information on the essay contest appears at right.

With the Bicentennial Commission of Pennsylvania (BCP), NEA is cosponsoring a second contest—"My America: Yesterday, Today, and Tomorrow"—for K-12 students. This contest is designed to encourage school children throughout the country to express creatively what they perceive as the meaning of America. Each student entering the contest will name a teacher-sponsor.

Competition will be at four levels: individual school, school district(s), state, and national. First, second, and third prize winners at the national level will receive scholarships, to be held in trust until the age of 18, of $5,000, $2,500, and $1,000 respectively.

NEA members wishing more information about the NEA/BCP contest should write to: NEA Bicentennial Office; Room 604; 1201 Sixteenth St., N.W.; Washington, DC 20036. Specify "NEA/BCP" on the envelope.

Bicentennial Ideabook

As a further stimulus to teacher Bicentennial involvement, NEA—helped by a grant from Atlantic Richfield — is publishing a *Bicentennial Ideabook* this spring for distribution to 100,000 schools, 20,000 NEA statewide leaders, and approximately 15,000 educators expected at the 1975 annual meeting. The *Ideabook*'s three parts cover descriptions of the 17 proposed NEA Bicentennial programs, suggested classroom ideas intended as a departure from the usual, and state and regional contacts of the American Revolution Bicentennial Administration (ARBA), plus possible funding resources. Part II, divided into Heritage (past) and Horizon (present and future), offers suggestions toward classroom experiences which emphasize global awareness.

Working with Immediate Past President Wise and President Harris on the NEA Committee on the American Revolution Bicentennial are: David Almada, Los Angeles, Calif.; Thomas Bush, Baltimore, Md.; Charles Juancito, Philadelphia, Pa.; Pauline Yamashita, Takoma, Wash.; Thomas Santesteban, Phoenix, Ariz.; and Clarence Walker, East Orange, N.J. Betty Reardon, director of school programs at the Institute for World Order and a former teacher, is special consultant. NEA staff consultants are Elizabeth Bouey-Yates, Braulio Alonso, and Harold E. Wigren. Janice M. Colbert is Bicentennial coordinator.

I would like to enter the **NEA Essay Contest.** Please send the rules and an entry blank.

My Name

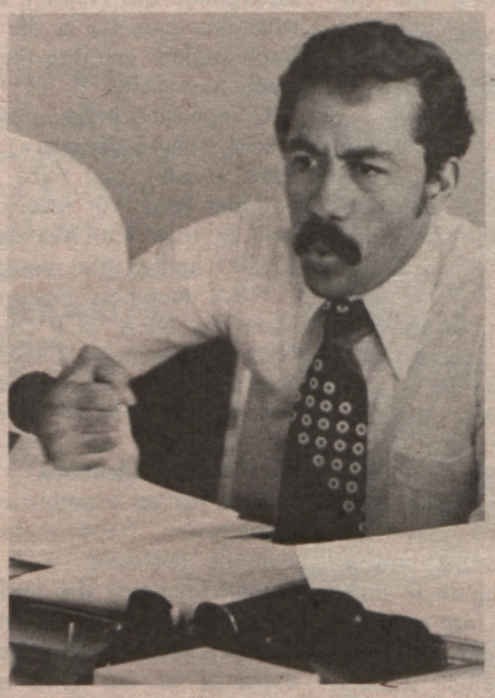
Home Address

City State Zip Code

Mail to: NEA Bicentennial Essay Contest
Rm. 604, 1201 Sixteenth St., N.W.
Washington, DC 20036

TEACHER POWER IN PUERTO RICO

When nearly 2,300 teachers in Puerto Rico were laid off in January, AMPR President Jose Eligio Velez Torres flew to Washington to get help from NEA. Here in an emergency meeting NEA professional and legal staff outline solutions. Pictured left to right are Tomas Villarreal, NEA membership and unification coordinator on special assignment in Puerto Rico; Charles Olson, NEA government relations; AMPR President Jose Eligio Velez Torres; David Rubin, NEA general counsel; and Warren Cruise, NEA government relations.



Enrique Suarez Diaz, AMPR field coordinator, argues a point as a teacher negotiator in a verbal skills workshop role-playing session.

Machi Medina, AMPR public relations director (left) and Enrique Suarez Diaz, AMPR field coordinator, appeared to forget they were play acting and became totally involved in negotiating demands for teachers.

HATO REY, PUERTO RICO—Teacher power has been a reality here for a long time, thanks to the 27,000 member Asociacion de Maestros de Puerto Rico (AMPR). Soon, should unification efforts with the 1.7 million member National Education Association prove successful, power of a much larger magnitude will be realized for the island's teachers.

As an NEA affiliate, AMPR has access to benefits and services unavailable to groups outside the organized profession. For example, when nearly 2,300 teachers were laid off here in January, it was NEA's legal and professional assistance that got the teachers reinstated.

The teacher layoff was caused by a $209 million government deficit and by reduced federal appropriations. NEA, acting immediately following an AMPR request for help, identified various sources of federal funds which could be tapped for use in rehiring the teachers. Through its knowledge of existing legislation and various agencies, NEA also obtained restitution of $1 million—eflectively forestalling additional layoffs.

Last year, NEA was instrumental in helping AMPR negotiate a $75 a month increase for the island's 32,000 teachers.

But AMPR and NEA leadership are interested in providing more than crisis assistance to teachers here. Said AMPR Executive Secretary Awilda Aponte Roque, "We want to provide the additional ongoing benefits and services to our teachers that can come only from unifying with NEA."

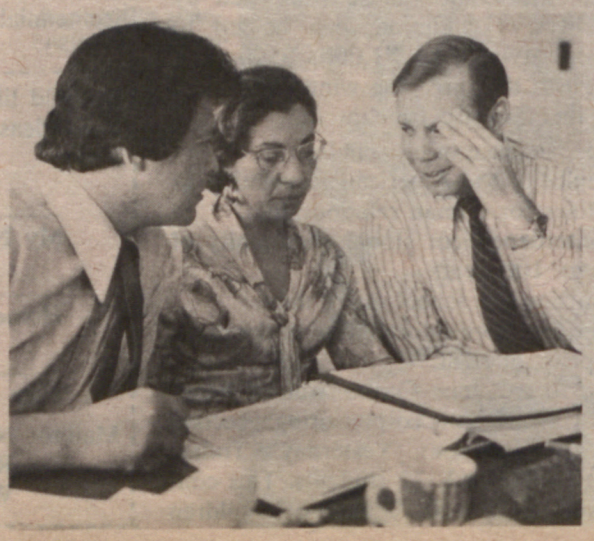
Stepped up efforts for a unification drive in Puerto Rico were planned at NEA's annual meeting in Chicago last summer and at subsequent high-level meetings here. NEA officials presented a one-day seminar on "What Is NEA" in September to AMPR's 104-member executive board. The seminar was extremely well received and the drive for unification moved to high gear.

By AMPR invitation, an NEA office was set up at AMPR headquarters. From here, Tomas Villarreal, NEA membership and unification coordinator, channels NEA publications and materials to teachers in the field. Villarreal, AMPR President Jose Eligio Velez Torres, Executive Secretary Awilda Aponte Roque, and other AMPR staff have been traveling to schools throughout the island to deliver the NEA story personnally and to recruit new NEA members.

Meanwhile, four AMPR professional staff went to NEA Center in Washington, D.C. for orientation training. In addition, four teachers participated in NEA's Instruction and Professional Development program planning conference in Boston. One of these participants was appointed to represent AMPR at the National IPD Planning Conference in Washington in January.

One of the most successful joint activities was a verbal skills workshop held here for AMPR professional staff in February. Bill Hammer, NEA negotiations specialist, directed a two-day workshop and carried the AMPR staff through intensive verbal skills training and rigorous role-playing situations. The staff cited this workshop as the most valuable training they had yet experienced.

Other training workshops are planned within the next few months. In the meantime, the AMPR professional staff will carry their newly acquired skills to teacher leaders in the field in an effort to gear up for the anticipated passage of a collective bargaining law in the near future.



Bill Hammer (right), NEA negotiation specialist privately instructs Tomas Villarreal, NEA staffer on assignment in Puerto Rico, and Olga E. Casanova, AMPR personnel director, in negotiation strategy. In this role-playing session, Hammer, Casanova, and Villarreal represent the school board.

Tomas Villarreal, NEA staffer on assignment in Puerto Rico (second from left), translates a point made by Bill Hammer, NEA negotiation specialist (fourth from left) into Spanish. At extreme left is Ada Negron, AMPR staffer and (center) Olga Casanova, AMPR personnel director.

national education association

PROPOSED AMENDMENTS TO THE CONSTITUTION, BYLAWS & STANDING RULES 1975

Submitted for vote by the 1975 Representative Assembly in Los Angeles, California

(Deletions are in brackets; additions are italicized)

NEA BYLAWS AND RULES COMMITTEE

Ms. Helen Krause, Nebraska, *Chairperson*

Mr. Edward G. Dickau, Ohio
Ms. Judith M. Owens, New Jersey
Ms. Dillon Stone, New Mexico
Mr. Reynold Chung, Michigan

For further information, write to Mrs. Irma Kramer, Special Assistant for Governance, NEA Executive Office, 1201 Sixteenth Street, N.W., Washington, D.C. 20036

SPECIAL NOTE

To assist in the review of amendments submitted at the 1974 Representative Assembly the Bylaws and Rules Committee calls attention to parts c and d of the Section on Amendments in the Schedule of Transition accompanying the new Constitution and Bylaws.

c. Amendments to the new NEA Constitution and Bylaws may be submitted at the 1974 Representative Assembly pursuant to the procedure set forth in Article XIV of the existing Bylaws. The 1975 Representative Assembly shall vote on such proposed amendments in accordance with the provisions of Article IX of the new Constitution.

d. Beginning with the 1975 Representative Assembly amendments to the new Constitution and Bylaws shall be submitted pursuant to the provisions of Article IX of the new Constitution.

AMENDMENTS 1—15 REQUIRE A TWO-THIRDS VOTE (⅔) FOR ADOPTION.

AMENDMENT NUMBER 1

(Requires a ⅔ vote)

Title: TO DELETE EXCEPTIONS TO THE ONE-MAN-ONE-VOTE PRINCIPLE BY DELETING REQUIREMENTS FOR REPRESENTATION OF CLASSROOM TEACHERS, ADMINISTRATORS, AND ETHNIC-MINORITIES IN APPOINTIVE OR ELECTIVE POSITIONS AND TO DELETE THE DEFINITION OF ETHNIC-MINORITY.

Article III—Representative Assembly
Section 2. **Allocation of Delegates**
[(c)] [The Bylaws shall define the term ethnic minority and assure ethnic-minority representation in the Representative Assembly.]

Section 3. **Election of Delegates**
(a) Members of the Representative Assembly shall be elected in accordance with the one-man-one-vote principle. [Specific exceptions to the application of this principle may be set forth in this Constitution and/or Bylaws.]

Section 6. **Committees.** All appointive bodies of the Association except the Review Board shall be designated by the term committee. A Committee on Constitution, Bylaws, and Rules shall be established by the Representative Assembly. All other committees shall be established or discontinued as provided in the Bylaws. [All committees shall comprise at least seventy-five (75) percent classroom teachers. There shall be a minimum of twenty (20) percent ethnic-minority representation on each committee.]

Article IV—Executive Officers
[Section 4. **Ethnic-Minority Guarantee]**
[If after eleven (11) years no member of an ethnic-minority group has served as President, nominations at the subsequent Representative Assembly shall be restricted to members of such groups.]

Article V—Board of Directors
Section 1. **Composition.** The Board shall consist of at least one (1) director from each association affiliated with the Association as a state affiliate; such state unit shall be entitled to an additional director for each 20,000 active members of the Association. The executive officers and other members of the Executive Committee shall be members of the Board of Directors ex officio.
[a. At least one (1) director elected within each state shall be a classroom teacher and the total number of additional directors representing the members in each state affiliate shall be on the basis of proportional representation by educational position of NEA members.]
[b. In the event that the first three (3) directors from a state do not include at least one (1) ethnic-minority person, the fourth director shall be from an ethnic-minority group.]
[c. Members from ethnic minorities shall comprise at least twenty (20) percent of the Board. The Representative Assembly shall elect additional directors as appropriate to insure such ethnic-minority representation. Candidates for these positions shall be nominated by the ethnic-minority delegates at the Representative Assembly.]
[d. Administrators shall be represented on the Board in proportion to their membership in the Association. If the percentage of administrators elected to the Board of Directors fails to achieve proportional representation, the Representative Assembly shall elect at large the number required to assure such representation. Candidates for these positions shall be nominated by the delegates at the Representative Assembly who are administrators.]
[e. Classroom teachers in higher education shall be represented on the Board in proportion to their membership in the Association. If the percentage of classroom teachers in higher education elected to the Board of Directors fails to achieve proportional representation, the Representative Assembly shall elect at large the number required to assure such representation. Candidates for these positions shall be nominated by the delegates at the Representative Assembly who are classroom teachers in higher education.]

Article VI—Executive Committee
Section 1. **Composition.** The Executive Committee shall consist of the three (3) executive officers and six (6) members who shall be officers of the Association.
a. The executive officers and the six (6) members of the Executive Committee shall be nominated and elected at large by the Representative Assembly by majority vote and by secret ballot for each individual office.
[b. Members from ethnic minorities shall comprise at least twenty (20) percent of the Executive Committee. The Representative Assembly shall elect additional Executive Committee members as appropriate to insure such ethnic-minority representation. Candidates for these positions shall be nominated by the ethnic-minority delegates at the Representative Assembly.]

Article VIII—Affiliates and Special Interest Groups
[Section 2. **Ethnic-Minority Representation.** Affiliates of the Association shall take all reasonable steps to assure that their elective and appointive bodies shall have ethnic-minority representation at least proportionate to the ethnic-minority membership of the affiliate.]

Bylaw 3—Representative Assembly
3-1. **Allocation of Delegates**
[g. Allocation of ethnic-minority representation shall be at least equal to the proportion of identified ethnic-minority populations within the state. In cooperation with its local affiliates, each state affiliate shall insure that whenever possible, the total state and local unit delegation to the Representative Assembly shall reflect these ethnic-minority populations. If a state or local affiliate fails to comply with this provision, the Representative Assembly may refuse to seat its delegation.]

3-13. **Committee Appointment, Qualifications, and Vacancies**
a. Appointments shall be made on the basis of individual expertise and ability to make substantial contribution in the specific area of concern. Candidates for committees shall be recommended by state and local affiliates and by [ethnic-minority] special interest groups. Appointments to all committees shall be provided in these Bylaws.
b. Absence of a member from two consecutive meetings shall constitute resignation. [A member shall vacate his seat if a change in his educational position shall violate the Constitutional requirement for at least seventy-five (75) percent classroom teacher committee membership.] Each vacancy on a Standing Committee shall be filled for the remainder of the term.

Bylaw 5—Board of Directors
5-1. **Election**
b. Nominations of directors shall be open, [except where limitations are required to comply with the provisions of Article V.]

5-7. **Functions. The Board:**
[c. Shall provide for ethnic-minority representation on all committees over which it has direct control;]

Bylaw 7—Review Board
7-1. **Review Board**
a. The Review Board shall comprise nine (9) members, [at least two (2) of whom shall be members of ethnic-minority groups,] appointed for five-year staggered terms beginning September 1. No person shall be eligible for reappointment to a regular term.

Bylaw 8—Affiliates and Special Interest Groups
8-7. **Standards for Local Affiliates.** The Association shall not affiliate a local association unless it meets the following minimum standards.
a. Each affiliate shall apply the one-man-one-vote principle for representation on its governing bodies [except that the affiliate shall guarantee ethnic-minority representation at least proportionate to its ethnic-minority membership. Where an all-inclusive affiliate exists, it shall provide proportionate representation between its classroom teacher members and its administrator members;]

8-11. **Standards for State Affiliates.** The Association shall not affiliate a state association unless it meets the following minimum standards:
a. Each affiliate shall apply the one-man-one-vote principle for representation on its governing bodies [except that the affiliate shall guarantee ethnic-minority representation at least proportionate to its ethnic-minority membership. Where an all-inclusive affiliate exists, it shall provide proportionate representation between its classroom teacher members and its administrator members.]

Bylaw 10—Executive Director and Staff
10-5. **Staff: Principles.** The following principles shall govern employment and functions of staff as agents of the Association.
[c. The Association shall, as vacancies arise, employ at all levels of service at least the same ratio of any ethnic minority as is that ethnic minority to the total population of the United States; and]

Bylaw 12—Definitions
12-1. **Definitions of Terms.** As used in the Charter, the Constitution, these Bylaws, and the Standing Rules, the Association adopts and adheres to the following definitions of terms:
[d. *Ethnic minority:* Ethnic minority shall mean those persons designated as ethnic minority by statistics published by the United States Bureau of the Census. This designation shall specifically include Black, Mexican-American (Chicano), other Spanish-speaking groups, Asian-American, and Indian.]

Submitted by 50 Delegates.

AMENDMENT NUMBER 2

(Requires a ⅔ vote)

Title: TO DELETE THE REQUIREMENT THAT THE NEA DIRECTORS AND EXECUTIVE COMMITTEE MEMBERS SHALL BE ELECTED BY SECRET BALLOT FOR EACH INDIVIDUAL OFFICE; TO REMOVE THE REQUIREMENT THAT A STATE AFFILIATE SHALL HOLD A SECRET BALLOT VOTE TO DETERMINE EDUCATIONAL POSITIONS ELIGIBLE FOR MEMBERSHIP; TO SUBSTITUTE FOR THE REQUIREMENT THAT A STATE AFFILIATE SHALL CONDUCT ELECTIONS BY SECRET BALLOT, THAT THERE BE A ROLL CALL VOTE BY THE STATE'S REPRESENTATIVE ASSEMBLY OR A SECRET BALLOT VOTE CAST BY THE MEMBERSHIP.

Article VI—Executive Committee
Section 1. **Composition**
a. The executive officers and the six (6) members of the Executive Committee shall be nominated and elected at large by the Representative Assembly by a majority vote [and by secret ballot for each individual office.].

Article VIII—Affiliates and Special Interest Groups
Section 4. **Rights of Active Members in Governance Affiliates.** Each *local* governance affiliate shall guarantee its active members an open nomination procedure and a secret ballot except as otherwise provided in this Constitution or in the Bylaws. No governance affiliate shall discriminate against its active members in their right to vote, seek office, or otherwise participate in the affairs of the affiliate, of other governance affiliates, or of the Association.

Bylaw 2—Membership
2-3. **Rights and ~~Limitations~~**
a. Membership in the Association shall be determined by the local or state affiliate. Where Association membership is denied on the local level by virtue of educational position, the state may provide for such membership by vote of the state delegate assembly. Educational positions eligible for membership shall be determined through secret ballot in all local [or state] affiliates. Those local associations limited in membership to classroom teachers may be exempt from such determination.

Bylaw 5—Board of Directors
5-1. **Election**
a. A majority vote of those voting shall be necessary to elect an NEA director. [Except as otherwise provided in Article V of the Constitution.] Members of the Board of Directors shall be elected [by secret ballot for each individual office] (i) by the active NEA members within each state or, (ii) by the NEA members elected to serve as delegates to the state representative body.

Bylaw 8—Affiliates and Special Interest Groups
8-11. **Standards for State Affiliates.** The Association shall not affiliate a state association unless it meets the following minimum standards:
b. The affiliate shall conduct elections with open nominations and a [secret ballot:] *roll call vote by the Representative Assembly or a secret ballot vote cast by the membership.*

Submitted by 50 Delegates.

AMENDMENT NUMBER 3

(Requires a ⅔ vote)

Title: TO REMOVE THE FIVE-YEAR MEMBERSHIP REQUIREMENT FOR CANDIDATES FOR EXECUTIVE OFFICE, EXECUTIVE COMMITTEE, THE BOARD DIRECTORS AND FOR MEMBERS OF THE REVIEW BOARD.

Article IV—Executive Officers
Section 2. **Qualifications for Executive Officers.** [All candidates for the office of President, Vice-President, and Secretary-Treasurer shall have been active members of the Association for at least five (5) years immediately preceding the election.] All executive officers shall maintain active membership in the Association.

Article V—Board of Directors
Section 2. **Term of Office**
[c. All candidates shall have been active members of the Association for at least five (5) years immediately preceding the election.]

Article VI—Executive Committee
Section 2. **Qualifications and Term of Office**
[b. All candidates shall have been active members of the Association for at least five (5) years immediately preceding the elections.]

Bylaw 7—Review Board
7-1. **Review Board**
b. Members of the Review Board shall have been active members of the Association [for five (5) consecutive years] immediately prior to appointment. Members of the Review Board shall maintain active membership.

Submitted by 50 Delegates.

AMENDMENT NUMBER 4

(Requires a ⅔ vote)

Title: TO PROVIDE FOR ELECTION OF THE EXECUTIVE OFFICERS AND THE MEMBERS OF THE EXECUTIVE COMMITTEE AT THE SAME TIME AND FOR THE SAME TERMS.

Article IV—Executive Officers
Section 3. **Elections, Terms, and Salaries**
a. In odd numbered years, the President and the Vice-President *and Secretary-Treasurer* shall be nominated at and elected by the Representative Assembly at the Annual Meeting in accordance with the Bylaws and the Standing Rules.
[b. In even numbered years, the Secretary-Treasurer shall be nominated at and elected by the Representative Assembly at the Annual Meeting in accordance with the Bylaws and the Standing Rules.]

Article VI—Executive Committee
Section 2. **Qualifications and Terms of Office**
a. Terms of the Executive Committee members other than the executive officers shall be [three (3)] *two (2)* years beginning September 1 following the election. Such members of the Executive Committee shall not serve more than two (2) terms.

Bylaw 6—Executive Committee
6-1. **Election.** The Executive Committee shall consist of nine (9) members: President, Vice-President, Secretary-Treasurer, and six (6) members elected at large by the Representative Assembly. [Two (2) of the six (6) at-large members shall be elected each year.] *The six (6) at-large members shall be elected at the same time as the executive officers.*

Submitted by 50 Delegates

AMENDMENT NUMBER 5

(Requires a ⅔ vote)

Title: TO REMOVE THE LIMITATION ON THE NUMBER OF TERMS AN ELECTED NEA OFFICER MAY SERVE.

Article IV—Executive Officers
Section 3. **Elections, Terms and Salaries**
c. The terms of the President, of the Vice-President and of the Secretary-Treasurer shall be two years beginning September 1 following their election. Each executive officer shall remain in office through August 31 of the year in which a successor is elected, unless otherwise provided in the Constitution. [An Executive officer shall serve no more than two (2) terms in the office to which elected.]

Article V—Board of Directors
Section 2. **Term of Office**
[b. Directors shall serve no more than two (2) terms.]

Article VI—Executive Committee
Section 2. **Qualifications and Terms of Office**
a. Terms of the Executive Committee members other than the executive officers shall be three (3) years beginning September 1 following the election. [Such members of the Executive Committee shall not serve more than two (2) terms.]

Submitted by 50 Delegates.

AMENDMENT NUMBER 6

(Requires a ⅔ vote)

Title: TO PROVIDE A PENALTY FOR AN NEA MEMBER WHO "SCABS" DURING AN NEA-APPROVED STRIKE.

Article II—Membership
Section 2. **Membership Eligibility: Provisions and Limitations**
e. Any individual teacher who scabs in an NEA approved strike shall be subject to censure, suspension or expulsion from NEA.

Submitted by 50 Delegates.

AMENDMENT NUMBER 7

(Requires a ⅔ vote)

Title: TO ELIMINATE THE MEMBERSHIP CATEGORIES OF PARAPROFESSIOAL AND EDUCATIONAL SECRETARY; TO PROVIDE FOR TWO CATEGORIES OF ACTIVE MEMBERSHIP (ACTIVE PROFESSIONAL AND ACTIVE SUPPORTIVE).

Article II—Membership
Section 1. **Classes of Membership.** Membership in the Association shall comprise *two* (2) classes of active members and such other classes as may be provided in the Bylaw.

Bylaw 2—Membership
2-1. **Classes**
a. There shall be [seven (7)] six (6) classes of membership in the Association: Active *Professional, Active Supportive,* Staff, [Paraprofessional, Educational Secretary] Student, Retired, and Associate.
b. Active *Professional* membership shall be open to any person who is engaged in or who is on a limited leave of absence from professional educational work. Active members shall hold or shall be eligible to hold a baccalaureate or higher degree or the regular teaching, vocational, or technical certificates required by their employment. Active *Professional* membership is limited to persons who support the principles and goals of the Association and maintain membership in the local and state affiliates where eligible.
c. *Active Supportive membership shall be open to any person employed by a school district who works directly or indirectly with active professional members.*
Renumber (c) as (d)
d. [Paraprofessional membership shall be open to any person who works directly with educators in discharging their professional duties.]
e. [Educational Secretary membership shall be open to any office employee in an educational institution, agency, or organization.]
Renumber (f) as (e); (g) as (f); (h) as (g); (i) as (h)

2-7. **Membership Dues**
b. Dues of staff [paraprofessionals, educational secretaries,] and associate members shall be one-half (½) the dues of active members.

Submitted by 50 Delegates.

AMENDMENT NUMBER 8

(Requires a ⅔ vote)

Title: TO ALLOW EACH AFFILIATE TO DETERMINE THE METHOD BY WHICH DELEGATES SHALL BE ELECTED.

Article III—Representative Assembly
Section 3. **Election of Delegates**
a. [Members of the Representative Assembly shall be elected in accordance with the one-man-one-vote principle. Specific exceptions to the application of this principle may be set forth in this Constitution and/or the Bylaws.] *Election of delegates to the Representative Assembly shall be according to procedures adopted by the governing body of the affiliate.*

Submitted by 50 Delegates.

AMENDMENT NUMBER 9

(Requires a ⅔ vote)

Title: TO CHANGE THE RATIOS FOR THE ALLOCATION OF DELEGATES TO STATE AND LOCAL AFFILIATES IN ORDER TO REDUCE THE SIZE OF THE REPRESENTATIVE ASSEMBLY.

Article III—Representative Assembly
Section 2. **Allocation of Delegates**
a. Allocation of delegate credentials to state affiliates shall be based on the ratio of 1: [1,000] *1,500* active members within the state. No state shall receive fewer than fifteen (15) delegate credentials. Other delegate credentials shall be allocated as provided in the Bylaws.
b. Allocation of delegate credentials to local affiliates shall be based on the ratio of 1: [150] *250* active Association members or major fraction thereof. Local affiliates within a state may join together to form membership units of [150] *250* or more for the purpose of representation.

Submitted by the Bylaws and Rules Committee at the request of the Board of Directors.

AMENDMENT NUMBER 10

(Requires a ⅔ vote)

Title: TO REMOVE THE REQUIREMENTS THAT DELEGATES TO NEA'S REPRESENTATIVE ASSEMBLY SHALL BE ELECTED BY MAJORITY VOTE AND BY SECRET BALLOT FOR EACH INDIVIDUAL OFFICE AND THAT THE NEA MEMBERS WITHIN EACH GROUP ELIGIBLE FOR DELEGATES SHALL BE ELIGIBLE TO VOTE.

Article III—Representative Assembly
Section 3. **Election of Delegates**
[c. Election of delegates to the Representative Assembly shall be by majority vote and by secret ballot for each individual office. The NEA members within each membership group entitled to delegate allocations as set forth in the Constitution and the Bylaws shall be eligible to vote.]

Submitted by 50 Delegates.

AMENDMENT NUMBER 11

(Requires a ⅔ vote)

Title: TO PROVIDE THAT THE NUMBER OF DIRECTORS ALLOCATED TO EACH STATE UNIT SHALL BE DETERMINED BY THAT UNIT'S MEMBERSHIP AS RELATED

TO A FIXED RATIO OF THE TOTAL NEA MEMBERSHIP PROVIDED THAT EACH STATE UNIT SHALL BE ENTITLED TO A MINIMUM OF ONE DIRECTOR.

Article V—Board of Directors
Section 1. **Composition.** The Board shall consist of [at least] one (1) director [from] *for each 2% or major fraction thereof of the total Association membership contained within the membership* of each association affiliated with the Association as a state affiliate; [such state unit shall be entitled to an additional director for each 20,000 active members of the Association] *except that each state affiliate shall be entitled to elect a minimum of one (1) director.* The executive officers and other members of the Executive Committee shall be members of the Board of Directors ex officio.
Submitted by 50 Delegates.

AMENDMENT NUMBER 12

(Requires a ⅔ vote)

Title: TO REMOVE THE REQUIREMENT THAT AFTER THE FIRST DIRECTOR ADDITIONAL DIRECORS FROM A STATE UNIT SHALL BE ELECTED BY PROPORTIONAL REPRESENTATION BY EDUCATIONAL POSITION.

Article V—Board of Directors
Section 1. **Composition**
a. At least one (1) director elected within each state shall be a classroom teacher [and the total number of additional directors representing the members in each state affiliate shall be on the basis of proportional representation by educational position of NEA members].
Submitted by 50 Delegates.

AMENDMENT NUMBER 13

(Requires a ⅔ vote)

Title: TO CHANGE THE REQUIREMENT FOR ETHNIC-MINORITY REPRESENTATION ON THE BOARD OF DIRECTORS TO PROVIDE THAT AT LEAST HALF OF THE DIRECTORS FROM MULTIPLE-DIRECTOR STATES SHALL BE FROM AN ETHNIC-MINORITY GROUP.

Article V—Board of Directors
Section 1. **Composition**
b. [In the event that the first three (3) directors from a state do not include at least one (1) ethnic-minority person, the fourth director shall be from an ethnic-minority group.] *When there is more than one (1) director, at least half shall be from an ethnic-minority group.*
Submitted by 50 Delegates.

AMENDMENT NUMBER 14

(Requires a ⅔ vote)

Title: TO LIMIT THE NUMBER OF EXECUTIVE COMMITTEE MEMBERS FROM ANY STATE TO TWO MEMBERS SERVING AT THE SAME TIME.

Article VI—Executive Committee
Section 1. **Composition**
c. No more than two persons from any state affiliate shall serve at any one time on the Executive Committee.

Bylaw 6—Executive Committee
6-1. **Election.** (By addition) *No more than two persons from any affiliate shall serve at any one time on the Executive Committee.*
Submitted by 50 Delegates.

AMENDMENT NUMBER 15

(Requires a ⅔ vote)

Title: TO PROVIDE FOR A REFERENDUM OF THE ENTIRE MEMBERSHIP AS THE HIGHEST LEVEL OF GOVERNANCE WITH CERTAIN LIMITATIONS: TO MAKE POSITIONS OR POLICIES SO ESTABLISHED NOT SUBJECT TO REVERSAL OR MODIFICATION FOR A PERIOD OR TWO YEARS.

Article X—REFERENDA
Section 1. The highest level of governance in the Association shall be the referendum of the entire membership. Positions or policies established by referendum shall not be subject to reversal or modification by an Association governing body or by a subsequent referendum for a period of at least two (2) years.
Section 2. A referendum shall be held by: (a) order of a majority of the Representative Assembly; or (b) order of ⅔ of the Executive Committee; or (c) order of a majority of the Board of Directors; or (d) request of 25 or more locals representing not less than 10% of the membership; or (e) by petition of at least 10% of the active membership drawn from no fewer than 25 locals.
Section 3. Matters not subject to referendum are (a) employment assignment, promotion, discharge or compensation of staff; (b) programs requiring a budgetary expenditure of funds.
Section 4. Procedures for a referendum shall be:
(a) After receipt of order or request for referendum, it shall be the duty of the President to transmit the question to be voted on to the locals within two weeks of its receipt by him/her. Following this, there shall be a period of six weeks during which the proponents and opponents shall be given the opportunity to debate the issue through the regular channels of the Association; specifically, each side shall be given equal space in periodical publications sent to Association members and leaders. At the end of the two weeks the President shall send to the individual members of all locals in good standing ballots upon which the members shall cast their votes and shall also send to members at large ballots upon which members at large shall also cast their votes.
(b) The President shall rent a postal deposit box. The individual members shall mail their ballots to the postal box. The closing date of the referendum shall be (30) days from the date ballots are mailed from the Association office. At the end of thirty (30) days, the President or his/her representative, accompanied by at least two representatives of each side of the issue on the ballot, shall remove the ballots and cause them to be counted. Ballots received after the opening of the postal box shall not be counted. In the alternative, the President, with the consent of the Board of Directors, may engage an independent agency to conduct the ballots and to count the votes.
(c) The President shall notify the locals of the results of the referendum no later than two weeks following the receipt of the count. He/she shall also publish the results in an official publication of the Association.
Submitted by 50 Delegates.

AMENDMENTS 16-39 REQUIRE A MAJORITY VOTE FOR ADOPTION.

AMENDMENT NUMBER 16

(Requires majority vote)

Title: TO DENY ACTIVE MEMBERSHIP TO INDIVIDUALS IN EDUCATIONAL WORK OF A PROFESSIONAL NATURE WHO SERVE IN AN ADMINISTRATIVE OR SUPERVISORY CAPACITY.

Bylaws 2—Membership
2.1. **Classes**
b. Active membership shall be open to any person who is engaged in or who is on a limited leave of absence from professional educational work, *but not in an administrative and/or supervisory capacity.*
Submitted by 50 Delegates.

AMENDMENT NUMBER 17

(Requires majority vote)

Title: TO REMOVE THE REQUIREMENT THAT ALL-INCLUSIVE AFFILIATES SHALL DETERMINE BY SECRET BALLOT THE EDUCATIONAL POSITIONS ELIGIBLE FOR MEMBERSHIP.

Bylaw 2—Membership
2-3. **Rights and Limitations**
a. Membership in the Association shall be determined by the local or state affiliate. Where Association membership is denied on the local level by virtue of educational position, the state may provide for such membership by vote of the state delegate assembly. [Educational Positions eligible for membership shall be determined through secret ballot in all local or state affiliates. Those local associations limited in membership to classroom teachers may be exempt from such determination.]
Submitted by two separate positions of 50 delegates each.

AMENDMENT NUMBER 18

(Requires majority vote)

Title: TO REMOVE THE PROVISION DENYING MEMBERSHIP TO AN INDIVIDUAL ON A NEGOTIATING TEAM REPRESENTING A SCHOOL BOARD OR A BOARD OF TRUSTEES OF A HIGHER EDUCATION INSTITUTION.

Bylaw 2—Membership
2-3. **Rights and Limitations**
[d. An individual who is a member of a negotiating team representing a school board or representing a board of trustees of a higher education institution shall be denied membership.]
Submitted by 50 Delegates.

AMENDMENT NUMBER 19

(Requires majority vote)

Title: TO ESTABLISH NEA DUES FOR ACTIVE MEMBERS AT $35 YEARLY BEGINNING WITH THE 1976-77 MEMBERSHIP AND FISCAL YEAR.

Bylaw 2—Membership
2-7a. Dues of Active members shall be [twenty-five ($25)] *thirty-five ($35)* yearly *commencing with the 1976-77 fiscal year.*
Submitted by the Bylaws and Rules Committee at the request of the Board of Directors.

AMENDMENT NUMBER 20

(Requires majority vote)

Title: TO ESTABLISH ACTIVE MEMBERSHIP DUES FOR PERSONS EMPLOYED LESS THAN 50% OF THE NORMAL SCHEDULE TIME AT ONE-HALF OF ACTIVE DUES.

Bylaw 2—Membership
2-7. **Membership Dues**
b. The membership fee for persons eligible for Active membership who are regularly employed for less than fifty percent of the normal schedule for a full-time faculty member (as verified by the local association) shall be one-half of the Active membership dues.
Renumber (b) as (c); (c) as (d); (d) as (e); (e) as (f)
Submitted by 50 Delegates.

AMENDMENT NUMBER 21

(Requires majority vote)

Title: TO PROVIDE FOR CERTAIN ADDITIONAL PENALTIES FOR FAILURE TO TRANSMIT DUES.

Bylaw 2—Membership
2-9. **Dues Transmittal and Enforcement Procedures**
a. The Association shall enter into contracts with state affiliates governing the transmittal of Association dues. State affiliates shall have the full responsibility for transmitting [national] *Association* dues from local affiliates on a contractual basis. Local affiliates shall have the full responsibility for transmitting state and [national] *Association* dues *to state affiliates* on a contractual basis. Standards and contracts for transmitting dues shall be developed between the state affiliate and each local affiliate.
b. [Dues remitted to the Association by March 15 from a local or state affiliate shall comprise at least forty (40) percent of dues receivable for the year.] *A local shall transmit to a state affiliate and a state affiliate shall transmit to the Association at least forty (40) percent of the Association dues receivable for the year by March 15 and at least seventy (70) percent of the Association dues receivable for the year by June 1;* the percentage shall be based upon the *last* membership count [nearest] *prior to* January 15, and upon a membership year beginning September 1, unless the contracted transmittal schedule stipulates otherwise.
(1) A local or state affiliate which becomes delinquent in its contracted transmittal schedule by more than thirty (30) days shall be assessed a penalty of one (1) percent per month on the overdue balance.
(2) [Adjustments directly proportionate to the dues transmitted shall be made in the number of delegates to the Representative Assembly for failure to meet the provisions of contracted transmittal schedules.] *Except as otherwise provided in 2-9b (3), the delegates representing a state affiliate shall be seated in the NEA Representative Assembly at the Annual Meeting only if the state affiliate has transmitted at least forty (40) percent of the dues receivable for the year by March 15 and seventy (70) percent of the dues receivable for the year by June 1.*
(3) If a state affiliate informs the NEA in writing that a local affiliate has failed to transmit the Association dues in accordance with the dates set forth in 2-9b and such information is verified by the Executive Director, the delegates of that local shall not be seated in the NEA Representative Assembly at the Annual Meeting. In this event, the delegates of the state affiliate shall be entitled to be seated in the NEA Representative Assembly at the Annual Meeting.
Submitted by the Bylaws and Rules Committee at the Request of the Board of Directors.

AMENDMENT NUMBER 22

(Requires majority vote)

Title: TO REMOVE THE REQUIREMENT THAT DELEGATES TO THE NEA REPRESENTATIVE ASSEMBLY FROM ALL-INCLUSIVE AFFILIATES SHALL BE ON THE BASIS OF PROPORTIONAL REPRESENTATION BY EDUCATIONAL POSITION.

Bylaw 3—Representative Assembly
3-1. **Allocation of Delegates**
a. Allocation of delegate credentials to state and local affiliates shall be on the basis of Active membership in the Association as of January 15 of the calendar year in which the Representative Assembly convenes. [Representation from state and local affiliates which provide all-inclusive membership shall be on the basis of proportional representation by educational position.]
Submitted by 50 Delegates.

AMENDMENT NUMBER 23

(Requires majority vote)

Title: TO REMOVE THE REQUIREMENT THAT ALL-INCLUSIVE AFFILIATES ELECT DELEGATES TO THE NEA REPRESENTATIVE ASSEMBLY AND MEMBERS ON THEIR GOVERNING BODIES ON THE BASIS OF PROPORTIONAL REPRESENTATION BY EDUCATION POSITION.

Bylaws 3—Representative Assembly
3-1. **Allocation of Delegates**
a. Allocation of delegate credentials to state and local affiliates shall be on the basis of Active membership in the Association as of January 15 of the calendar year in which the Representative Assembly convenes. [Representation from state and local affiliates which provide all-inclusive membership shall be on the basis of proportional representation by education position.]

Bylaw 8—Affiliates and Special Interest Groups
8-7. **Standards for Local Affiliates.** The Association shall not affiliate a local association unless it meets the following minimum standards:
a. Each affiliate shall apply the one-man-one-vote principle for representation on its governing bodies except that the affiliate shall guarantee ethnic-minority representation at least proportionate to its ethnic-minority membership. [Where an all-inclusive affiliate exists, it shall provide proportionate representation between its classroom teacher members and its administrator members.]
8-11. **Standards for State Affiliates.** The Association shall not affiliate a state association unless it meets the following minimum standards:
a. Each affiliate shall apply the one-man-one-vote principle for representation on its governing bodies except that the affiliate shall guarantee ethnic-minority representation at least proportionate to its ethnic-minority membership. [Where an all-inclusive affiliate exists, it shall provide proportionate representation between its classroom teacher members and its administrator members.]
Submitted by Two Delegations: New Jersey and Connecticut.

AMENDMENT NUMBER 24

(Requires majority vote)

Title: TO REMOVE THE DESIGNATION OF THE NATIONAL COUNCIL OF BUREAU OF INDIAN AFFAIRS EDUCATORS AS A STATE AFFILIATE.

Bylaw 8—Affiliates and Special Interest Groups
8-3. **Governance Affiliates**
b. A state affiliate shall be the association within each state or commonwealth and the associations representing the District of Columbia, Puerto Rico, the Overseas Education Association, [the National Council of Bureau of Indian Affairs Educators,] and such other comparable associations which meet at least the minimum standards of affiliation.
Submitted by 50 Delegates.

AMENDMENT NUMBER 25

(Requires majority vote)

Title: TO ESTABLISH AS A STANDARD FOR AFFILIATION THE GUARANTEE FOR DUE PROCESS FOR MEMBERS AND AFFILIATES.

Bylaw 8—Affiliates and Special Interest Groups
8-7. **Standards for Local Affiliates**
g. The affiliate shall guarantee that no member of said affiliate may be censured, suspended or expelled, without a due process hearing, which shall include an appropriate appellate procedure.
8-11. **Standards for State Affiliates**
g. The affiliate shall guarantee that no member of said affiliate may be censured, suspended or expelled, and that none of its local affiliates may be censured, suspended or disaffiliated, without a due process hearing, which shall include an appropriate appellate procedure.
Submitted by 50 Delegates.

AMENDMENT NUMBER 26

(Requires majority vote)

Title: TO REMOVE THE REQUIREMENT THAT AFFILIATES SHALL HAVE THE SAME MEMBERSHIP AND FISCAL YEAR AS THAT OF THE NEA.

Bylaw 8—Affiliates and Special Interest Groups
8-7. **Standards for Local Affiliates.** The Association shall not affiliate a local association unless it meets the following minimum standards:
[f. The affiliate shall have the same membership and fiscal year as that of the Association.]
8-11. **Standards for State Affiliates.** The Association shall not affiliate a state association unless it meets the following minimum standards:
[f. The affiliate shall have the same membership and fiscal year as that of the Association.]
8-13. **Standards for Nongovernance Affiliates.** The Association shall not affiliate a nongovernance affiliate unless it meets the following minimum standards:
[h. The affiliate shall have the same membership and fiscal year as that of the Association.]
Submitted by Two Delegations: Utah and New Jersey.

AMENDMENT NUMBER 27

(Requires majority vote)

Title: TO REMOVE THE REQUIREMENT THAT STATE AFFILIATES SHALL HAVE THE SAME MEMBERSHIP AND FISCAL YEAR AS THAT OF THE ASSOCIATION.

Bylaw 8—Affiliates and Special Interest Groups
8-11. **Standards for State Affiliates**
[f. The affiliate shall have the same membership and fiscal year as that of the Association.]
Submitted by 50 Delegates.

AMENDMENT NUMBER 28

(Requires majority vote)

Title: TO REDUCE THE AMOUNT REQUIRED IN THE OPERATING RESERVE FROM "AT LEAST THIRTY-FIVE (35) PERCENT" TO "FIVE (5) PERCENT."

Bylaw 11—General Finance
11-3. **General Fund**
c. The General Fund shall provide an Operating Reserve for Cash needs in an amount equal to [at least thirty-five (35)] *five (5)* percent of the annual budget for the previous fiscal year. Appropriations from the Operating Reserve may be made only after approval by two-thirds (⅔) vote of the Board of Directors following thirty (30) days' advance notice of the proposed appropriation.
Submitted by 50 Delegates.

AMENDMENT NUMBER 29

(Requires majority vote)

Title: TO AMEND THE SCHEDULE OF TRANSITION BY PROVIDING A GUARANTEE OF DUE PROCESS FOR AFFILIATES.

Schedule of Transition
Part I. **Content**
Due Process [for Members]
a. Each affiliate shall be guaranteed due process (both substantive and procedural) in any action affecting the affiliate.
Renumber present sections (a) & (b) as (b) & (c)
Submitted by 50 Delegates.

AMENDMENTS 30-39 WERE SUBMITTED AFTER THE 1974 REPRESENTATIVE ASSEMBLY BUT NOT LATER THAN 120 DAYS PRECEDING THE 1975 REPRESENTATIVE ASSEMBLY.

AMENDMENT NUMBER 30

Title: TO REQUIRE THAT THE BUDGET BE RECOMMENDED TO THE BOARD OF DIRECTORS AND TRANSMITTED TO AFFILIATE PRESIDENTS ON A TIME LINE THAT CORRESPONDS WITH CURRENT PRACTICE.

Bylaw 11—General Finance
11-9. **Budget**
b. The President, with the assistance of the Secretary-Treasurer, the Executive Director, and the Committee on Program and Budget shall prepare the proposed Budget for presentation to the Executive Committee prior to its transmittal to the Board of Directors. The Budget shall be recommended to the Board of Directors at least [ninety (90)] *forty-five (45)* days prior to the Annual Meeting. After reviewing and tentatively approving the Budget, the Board shall direct its print-

ing. The Budget shall then be transmitted not later than [forty-five (45)] *thirty (30)* days prior to the Annual Meeting to the presidents of state and local affiliates and to others as determined by the Board of Directors. The Committee on Program and Budget shall hold at least one (1) open hearing on the proposed Budget at the Annual Meeting. Following such open hearings, the Board shall meet to approve the Budget for transmittal to the Representative Assembly.

Submitted by Bylaws and Rules Committee at the request of the Board of Directors.

AMENDMENT NUMBER 31

Title: TO REMOVE AS A STANDARD OF AFFILIATION THE REQUIREMENT THAT AFFILIATES ADOPT A POLICY RECOGNIZING THE PREEMINENCE OF THE CODE OF ETHICS.

Bylaw 8-7—Standards for Local Affiliates

[d. The affiliate shall adopt a policy that recognizes the preeminence of the Code of Ethics of the Education Profession;]

Bylaw 8-11—Standards for State Affiliates

[d. The affiliate shall adopt a policy that recognizes the preeminence of the Code of Ethics of the Education Profession;]

Submitted by Bylaws and Rules Committee at the request of the Board of Directors.

AMENDMENT NUMBER 32

Title: TO ALLOW A STATE TO MAINTAIN ITS STATE DIRECTOR POSITIONS FOR THE ONE YEAR FOLLOWING THE YEAR MEMBERSHIP DECLINES BELOW THE QUALIFYING NUMBER.

Bylaw 5—Board of Directors

5-1 **Election**

d. If on May 31 of each of two consecutive years the Active Association membership within a state unit is less than that required to establish and maintain the positions of its state Directors, the number of its additional Directors shall be reduced according to the membership on the second of such two consecutive years.

Submitted by Bylaws and Rules Committee at the request of the Board of Directors.

AMENDMENT NUMBER 33

Title: TO ESTABLISH THE RESPONSIBILITY OF THE EXECUTIVE COMMITTEE TO TRANSMIT THE AUDIT REPORT TO THE BOARD OF DIRECTORS.

Bylaw 11—General Finance

11-11. **Financial Reports**

The Secretary-Treasurer shall prepare an annual report of the General Fund and the Capital Improvement Fund, including income and expenditures for the fiscal year. [The Board of Directors shall provide for an annual audit of all funds of the Association by an independent auditing agency]. The audit [then] *report received by the Executive Committee* shall be transmitted to the Board of Directors and printed in the annual financial reports to the Representative Assembly. A summary of the audit shall be printed in a publication distributed to all members.

Submitted by Bylaws and Rules Committee at the request of the Board of Directors.

AMENDMENT NUMBER 34

Title: TO INCREASE ACTIVE MEMBERSHIP DUES TO $30 EFFECTIVE 1976-77 AND TO $35, EFFECTIVE 1978-79.

Bylaws 2—Membership

2-7. **Membership Dues**

a. Dues of active members shall be twenty-five dollars ($25) [yearly] *for the 1975-76 fiscal year, thirty dollars ($30) yearly effective with the 1976-77 fiscal year, and thirty-five dollars ($35) yearly commencing with the 1978-79 fiscal year.*

Submitted by Bylaws and Rules Committee at the request of the Board of Directors.

AMENDMENT NUMBER 35

Title: TO INDENTIFY THE BUDGET RESPONSIBILITIES OF THE PRESIDENT, SECRETARY-TREASURER, EXECUTIVE DIRECTOR, COMMITTEE ON PROGRAM AND BUDGET AND THE EXECUTIVE COMMITTEE.

Bylaw 4—Executive Office

4-1. **Powers and Duties of the President**

e. Prepare, with [the assistance of] the Secretary-Treasurer, the Executive Director, and the Committee on Program and Budget, a Budget for submission to the appropriate policy-making bodies;

4-5. **Powers and Duties of the Secretary-Treasurer**

b. *Advise and assist the President and the Committee on Program and Budget in preparing the Budget.*

Renumber current b-f to c-g.

Bylaw 10—Executive Director and Staff

10-3. **Executive Director: Functions**

f. Advise and assist *the President, the Secretary-Treasurer, and* the Committee on Program and Budget in preparing the Budget, and administer the budgets authorized by the governing bodies of the Association;

Bylaw 11—General Finance

11-7. **Committee on Program and Budget**

a. The Committee on Program and Budget shall comprise seven (7) members whose function shall be to *prepare with the President, the Secretary-Treasurer, and the Executive Director* [assist in the preparation of] the annual budget . . .

11-9. **Budget**

b. The President, with [the assistance of] the Secretary-Treasurer, the Executive Director, and the Committee on Program and Budget shall prepare the proposed Budget for presentation to the Executive Committee *for review* prior to its transmittal to the Board of Directors. . . .

Submitted by Bylaws and Rules Committee at the request of the Board of Directors.

AMENDMENT NUMBER 36

Title: TO REQUIRE THAT AN AFFILIATE ELECT DELEGATES FROM AMONG ITS MEMBERSHIP.

Bylaw 3—Representative Assembly

3-1. **Allocation of Delegates**

a. Allocation of delegate credentials to state and local affiliates shall be on the basis of Active membership in the Association as of January 15 of the calendar year in which the Representative Assembly convenes. Representation from state and local affiliates which provide all-inclusive membership shall be on the basis of proportional representation by education position. *A delegate elected to represent an affiliate shall be a member of that affiliate.*

Submitted by Bylaws and Rules Committee at the request of the Board of Directors.

AMENDMENT NUMBER 37

Bylaw 8-7—Standards for Local Affiliates

The Association shall not affiliate a local association unless it meets the following minimum standards:

a. Each affiliate shall apply the one-person—one-vote principle for representation on its governing bodies except that the affiliate shall guarantee ethnic-minority representation at least proportionate to its ethnic-minority membership. [Where an all-inclusive affiliate exists, it shall provide proportionate representation between its classroom teacher members and its administrator members;]

Submitted by 100 Active members from Virginia, Iowa, and Connecticut.

AMENDMENT NUMBER 38

Bylaws 8-11—Standards for State Affiliates

The Association shall not affiliate a state association unless it meets the following minimum standards:

a. Each affiliate shall apply the one-person—one-vote principle for representation on its governing bodies except that the affiliate shall guarantee ethnic-minority representation at least proportionate to its ethnic-minority membership. [Where an all-inclusive affiliate exists, it shall provide proportionate representation between its classroom teacher members and its administrator members;]

Submitted by 100 Active members from Virginia, Iowa, and Connecticut.

AMENDMENT NUMBER 39

Bylaw 3—Representative Assembly

3-1. **Allocation of Delegates**

a. Allocation of delegate credentials to state and local affiliates shall be on the basis of Active membership in the Association as of January 15 of the calendar year in which the Representative Assembly convenes. [Representation from state and local affiliates which provide all-inclusive membership shall be on the basis of proportional representation by education position.]

Submitted by 50 delegates.

THE FOLLOWING AMENDMENTS TO THE STANDING RULES REQUIRE A MAJORITY VOTE FOR ADOPTION.

AMENDMENT NUMBER 1

Rule 5—State Delegations

B. Each delegation shall elect a chairperson and vice-chairperson at its first meeting during the Annual Meeting [.] *unless previously elected by the NEA members within the state or the state representative assembly.*

Intent: To provide for the election of the delegation chairperson and vice-chairperson by NEA members—at-large or in a state representative assembly—by NEA members.

Submitted by Washington (State).

AMENDMENT NUMBER 2

Rule 5—State Delegations

C. Meetings of state delegations shall be governed by ROBERT'S RULES OF ORDER, NEWLY REVISED [.] *or such other officially recognized parliamentary authority as the state delegation may recognize.*

Intent: To provide the opportunity for state delegations to operate under any parliamentary authority authorized by their state organization.

Submitted by Washington (State).

AMENDMENT NUMBER 3

Rule 6—Order of Business and Debate

P. At the request of the presiding officer, *and/*or [of any] *a majority of the* delegates any amendment or main motion shall be in writing.

Intent: To require that a majority of delegates (or the chair), rather than just one delegate, may demand that a motion be in writing in order to insure against one delegate delaying action of the Assembly.

Submitted by Washington (State).

AMENDMENT NUMBER 4

Rule 6—Order of Business and Debate

Q. Any person, chairperson, or member who is presenting a committee report shall not speak more than [10] *5* minutes unless permission is granted by a majority vote of the Representative Assembly.

Intent: To speed up the business of the Representative Assembly by restricting the microphone time used to expound on the written reports.

Submitted by 25 delegates.

AMENDMENT NUMBER 5

Rule 7—Reports

A. *Availability.* [Whenever practicable,] Copies of each report by a committee of the Association or of the Representative Assembly shall be made available to each member of the Assembly before or at the time of the presentation of such report.

Intent: To require that reports be in writing for the delegates.

Submitted by Washington (State).

AMENDMENT NUMBER 6

Rule 7—Reports

D. Report Format. Reports of committees shall be in a format, prescribed by the President, which provides for a separation of explanatory, background or introductory report information from any recommendations the Assembly is to act upon.

Intent: To structure reports into a form whereby the recommendations to be acted upon are readily identifiable.

Submitted by Washington (State).

AMENDMENT NUMBER 7

Rule 8—Resolution Committee and Procedure

F. *Procedures for Submitting Resolutions.* Resolutions adopted by the Representative Assembly as "continuing resolutions" shall continue in force without further action in succeeding years. At any annual session, at the time of the Resolutions Committee report, a continuing resolution may be designated for action by the Representative Assembly or the Resolutions Committee.

Such "continuing resolutions" shall be submitted to the Representative Assembly by number. If there is no objection, they will be considered for adoption en masse together with all other "continuing resolutions" to which there are no specific objections. Resolutions objected to when introduced by number will be set aside to be considered individually.

Intent: To expedite action on resolutions without loss of individual expression.

Submitted by 25 delegates from Montana.

AMENDMENT NUMBER 8

Rule 9—Amendments, Submissions and Vote

A. 1. (b) *Distribution:* Titles and texts of proposed amendments to the Constitution *along with the name and state of the contact person* shall be available upon request to any NEA member no later than ninety (90) days following adjournment of the Representative Assembly. The text of the proposed amendments shall be printed in an official publication sent to all members at least sixty (60) days prior to its consideration.

A. 2. (b) *Distribution:* The text of proposed amendments to the Bylaws *along with the name and state of the contact person* shall be printed in an official publication sent to all members at least sixty (60) days prior to its consideration.

B. 2. (b) The text of the proposed amendment *along with the name and state of the contact person* shall be printed in an official publication sent to all members at least sixty (60) days prior to its consideration.

Intent: To provide Delegates with the name and state of the contact person so that they may secure additional information if desired.

Submitted by 25 delegates.

AMENDMENT NUMBER 9

Rule 10—Elections, Committee and Procedure

H. *Primary* Elections. *Primary elections* shall be by printed ballot by the delegates to the Representative Assembly. The names on the ballot shall be rotated. Elections on the [first] *primary* ballot shall be on the second day of the Representative Assembly.

1. Polls for voting on the first ballot shall be open from 7 a.m. to 3 p.m. on election day at such place or places as the President shall designate.
2. On the [first] *primary* ballot, delegates shall vote for positions *only where there are more than two (2) people running for each opening* [as follows] *including:*
   (a) Executive officers (as appropriate for that year)
   (b) Members (as appropriate for that year) to serve on the Executive Committee
   (c) Representatives of classroom teachers in Higher Education, if necessary, on the Board of Directors
   (d) Representatives of administrators, if necessary, on the Board of Directors
   (e) Representatives of ethnic-minorities, if necessary, on the Board of Directors.

DELETED ITEMS 3-10 TO BE PLACED IN NEW SECTION "I"

I. Final Elections. Final elections shall be by printed ballot by delegates to the Representative Assembly. The names on the ballot shall be rotated. Elections shall be on the last day of the Representative Assembly.

1. Polls for voting on the [first] *final* ballot shall be open from 7 a.m. to 3 p.m. on election day at such place or places as the President shall designate.
2. [On the first ballot,] *Delegates* shall vote for positions as follows:
   (a) Executive officers (as appropriate for that year);
   (b) Members (as appropriate for that year) to serve on the Executive Committee;
   (c) Representatives of classroom teachers in Higher Education, if necessary, on the Board of Directors;
   (d) Representatives of administrators, if necessary, on the Board of Directors
   (e) Representatives of ethnic-minorities, if necessary, on the Board of Directors.

[3. Run-off elections shall be held as necessary until there is an election for each position by a majority vote. Notice of run-off elections shall be given by the President from the chair during a regularly scheduled business meeting of the Representative Assembly the President shall set, subject to approval by the Representative Assembly, the hours for all run-off elections. The President shall authorize a run-off election by mail ballot of the certified delegates if it becomes necessary, to assure elections by majority vote.]

3. Administrators shall be nominated by administrator delegates and elected by majority vote of all delegates if necessary to achieve administrator representation on the Board of Directors as provided for by *Article V, Section 1 of the Constitution.* [Run-off elections for such positions will be held as necessary.]
4. Classroom teachers in higher education shall be nominated by such delegates and elected by majority vote of all delegates if necessary to achieve classroom teachers in higher education representation on the Board of Directors as provided for by *Article V, Section 1 of the Constitution.* [Run-off elections for such positions will be held as necessary.]
5. Ethnic-minority persons shall be nominated by ethnic-minority delegates and elected by majority vote of all delegates if necessary to achieve at least 20% ethnic-minority representation on the Board of Directors as provided for by *Article V, Section 1 (c) of the Constitution.* The number of positions to be voted upon shall be equal to the number required to assure a minimum of 20% ethnic-minority representatives on the Board of Directors (excluding the Ex-officio members) without counting the number of ethnic-minority persons who may be elected at large in the same year to achieve the required proportion of administrators and classroom teachers in higher education on the Board. [Run-off elections for such positions will be held as necessary.]
6. Ethnic-minority persons shall be nominated by ethnic-minority delegates and elected by majority vote of all delegates if necessary to achieve 20% ethnic-minority representation on the Executive Committee as provided for by *Article VI, Section 1 (b) of the Constitution.* [Run-off elections for such positions will be held as necessary.]
7. Polls for voting on amendments shall be open from 7 a.m. to 3 p.m. on the [third] *final* day of the Representative Assembly at such place or places as the President shall designate.
8. Immediately following the official count, the names of those elected and the results of any other balloting shall be posted at the voting booths.
9. The chairperson of the Elections Committee shall present the report of each balloting to the Representative Assembly.

Intent: To propose an amendment to Section H and add a new Section I to provide for primary elections for all offices where there is a possibility of no clear majority. There are to be at least two (2) days prior to the Final Elections. Items 3 through 10 of existing Section H are shown with Item 3 proposed for deletion, 4 through 10 renumbered and references to run-offs proposed for deletion.

Submitted by 25 Delegates.

AMENDMENT NUMBER 10

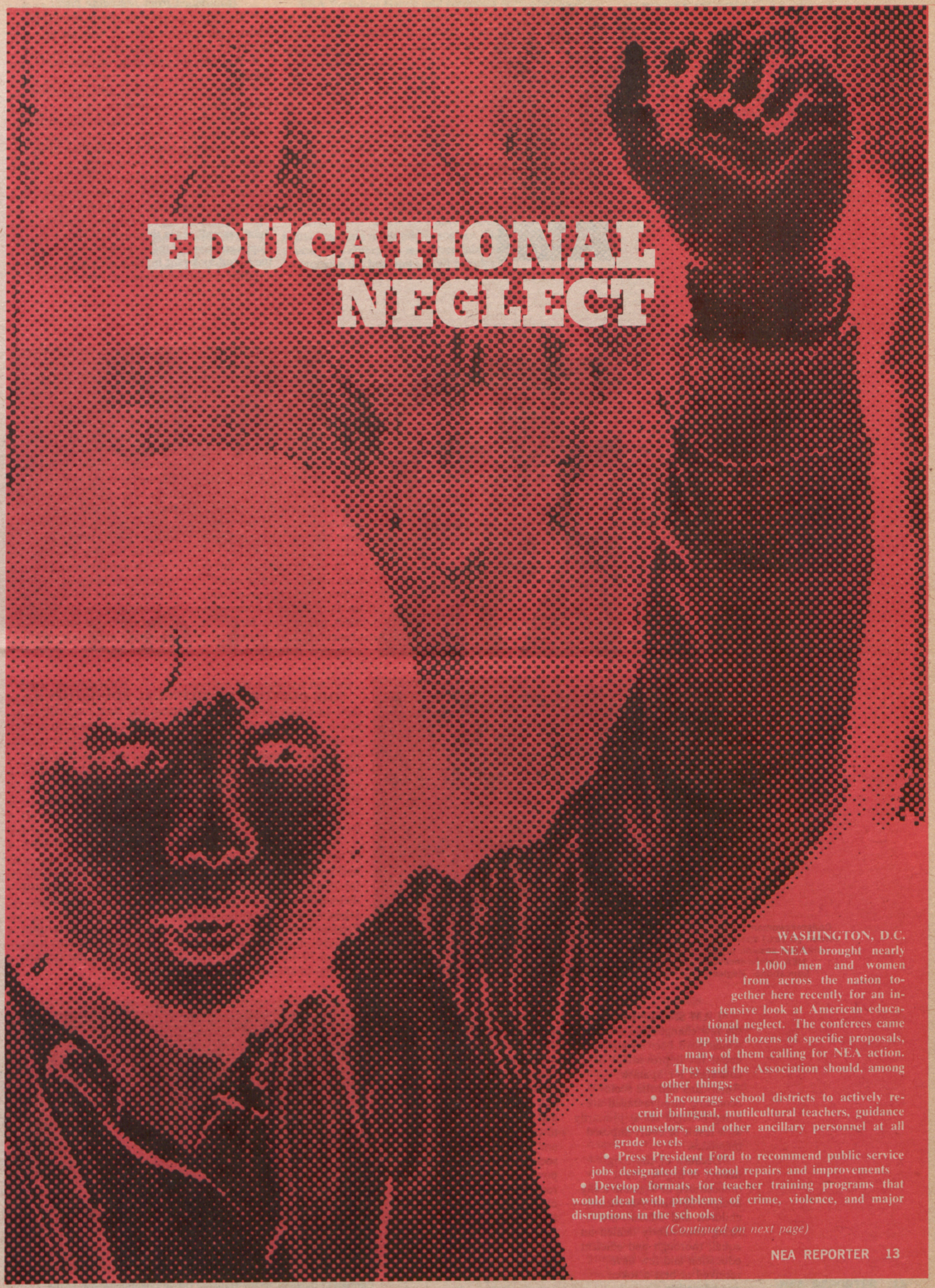
Rule 4—Seating Arrangements

F. Staff members who need access to the floor of the Assembly shall wear an appropriate badge or an "official" ribbon. *Staff members of state and local affiliates shall upon designation by the chairperson of the delegation be permitted to be seated in the section with their delegation.*

G. The chairperson and members of each delegation shall assume responsibility for permitting only certified delegates *and designated staff* to sit in their section.

Submitted by 25 Delegates from Maryland.

EDUCATIONAL NEGLECT



WASHINGTON, D.C. —NEA brought nearly 1,000 men and women from across the nation together here recently for an intensive look at American educational neglect. The conferees came up with dozens of specific proposals, many of them calling for NEA action. They said the Association should, among other things:

- Encourage school districts to actively recruit bilingual, mutilcultural teachers, guidance counselors, and other ancillary personnel at all grade levels
- Press President Ford to recommend public service jobs designated for school repairs and improvements
- Develop formats for teacher training programs that would deal with problems of crime, violence, and major disruptions in the schools

(Continued on next page)

EDUCATIONAL NEGLECT

(Continued from preceding page)

- Develop a program to inform parents of students' due process rights in suspensions, expulsions, and court referrals
- Work for the goal of no suspension of students
- Support the creation of urban education institutions in higher education
- Back the idea of starting career education in the elementary school
- Continue to address itself to the educational neglect of youth in detention.

These and other recommendations have been funneled into NEA channels through the Association's committees on resolutions, legislation, human relations, and teacher rights, as well as via the Board of Directors. Representatives of these committees and of the Board took part in the conference.

Other recommendations are being directed

Sen. Walter F. Mondale (D-Minn.) addressed an evening session of the conference.

"I ASKED the Library of Congress for an analysis that took into account the 12 per cent cost of living increase that we have experienced. Their analysis . . . shows not only that the Ford budget for elementary and secondary education recommends a real cut of $959 million in effective purchasing power, or a real decrease of 25 per cent from last year's level of federal aid.

"It also shows—and this is hard to believe—that when inflation is taken into account the Ford budget recommends $380 million less for elementary and secondary education than the last Nixon budget did.

"We must question, for example, whether it is more important to our country to double our commitments to Title I, bilingual, Indian and migrant education—or continue depletion allowances that subsidize oil companies to the tune of $2.5 billion a year.

"And we must consider whether $400 million a year would be better invested by virtually doubling our commitment to the education of handicapped children—or by continuing the tax deferral preference on the foreign incomes of multinational corporations."

Congresswoman Barbara Jordan (D-Tex.) spoke to a luncheon session of the NEA Conference on Educational Neglect.

"THE QUESTION OF BILINGUAL EDUCATION is a topic to which the federal government has been responding in recent years. . . . Although there is a certain egalitarian appeal of teaching all children of all backgrounds in a single language, the results have often been extraordinarily costly to those of non-English-speaking origins. Most of these children do, of course, eventually learn English and obtain some sort of education, but in the process they often lose their rich and varied cultural backgrounds. The loss to the nation is great, but the personal cost to those involved is often far greater.

"The courts are beginning to find that it is the responsibility of the schools to educate *all* the children, regardless of background. The Congress has just renewed the authorization for bilingual education programs. There is a growing consensus that traditional educational programs have not reached large segments of non-English-speaking children. And yet the President's new budget proposes to reduce the funding for the bilingual education act from last year's 85 million dollars to a level of 70 million dollars. Education must not be sacrificed on the altar of alleged fiscal responsibility."

"I AM SICKENED that the few changes and reforms which have been brought about for improvement of education for Spanish Americans and the socio-economic disadvantaged are being brought about primarily as a result of court-imposed mandates.

"Because of the long history of neglect, be it orchestrated or systematically benign, Spanish Americans—children and adults—are being consistently denied an equal, thorough and efficient education and few have received at best a token mis-education.

"The male-dominated power distribution and institutional structures of this society must be altered to allow *every* minority educational access, cultural and entrepreneurial equality and thereby the opportunity to contribute, create, sustain and, finally, improve our society. If the structures of power do not realign and recognize this, or if they cannot be changed to do so, then the spiral can only continue downwards and the demise is inevitable. There must be a better option!"

Carmen L. Delgado, of the National Urban Coalition, spoke at the opening session of the Educational Neglect Conference.

to local and state education associations, to individual teachers and citizens, and to the business community, according to Samuel Ethridge, director of NEA Teacher Rights.

The conference here was phase four of NEA's Project on Educational Neglect, a major priority of NEA President James Harris and a continuing Association concern. The next phases will include back-home implementation and reports on accomplishments during the Critical Issues Conference that will be part of the NEA annual meeting in Los Angeles this summer.

The project began with state and local association examination of areas of educational neglect last year. It later involved on-site investigations of neglect around the nation. Reports from these investigations were given to the conferees here, and stories about three of them appear on pages 16 and 17 of this issue of the REPORTER.

NEA President Harris told conferees here of a letter he sent to President Gerald Ford, urging him to avoid federal budgets cut in school programs. "We grant that it is especially appropriate today for our nation to emphasize logical economies," Harris wrote in the letter. "But the trouble with cheap education . . . is that we never stop paying for it." Harris called upon the Ford Administration to commit resources "to eradicate the injustices and ravages of educational neglect."

"Education must be committed to the concepts of the unique worth of the person and the universality of this experience," Harris told the President. "Education must be concerned with the creative development of individuals in a multi-ethnic society. The educational enterprise must recognize and incorporate the humanity of all peoples."

EDUCATIONAL NEGLECT TAPES AVAILABLE

Cassette tapes of three major addresses delivered at the National Conference on Educational Neglect may be purchased at $15 per set (stock no. 1946-6-OD). The featured speakers are Rep. Barbara Jordon (D-Texas), the Rev. Jesse Jackson, and Rep. Walter Mondale (D-Minn). Order from NEA Order Dept., The Academic Bldg., Saw Mill Road, West Haven, CT 06516.

REV. JESSE JACKSON of Operation PUSH told the conferees that educational neglect is "perhaps the most critical crisis in the nation today" and challenged teachers to "do something besides just put out resolutions." If necessary, he stated, teachers should "put education systems out in the streets to dramatize this neglect" since "nothing significant in this country has occurred without pressure and mass mobilization."

Jackson repeatedly urged equalization of school funding between rich and poor schools. He also pointed out that better-off suburban children are just as neglected if they get a "sterile, irrelevant education" that leaves them "essentially uncivilized" and "with no ability to relate to others in a world of peoples."

NEA PRESIDENT JAMES HARRIS has compiled his own list of action steps to combat educational neglect. His list includes:

- Reduce class size to 10
- Provide master teachers who can relate to the life-styles of neglected children
- Provide individualized instruction at all levels
- Provide schools that never close out education to both children and their parents
- Employ specialists such as psychologists, reading teachers, and nutritionists
- Provide free higher education for neglected students
- Provide better health services for neglected families
- Provide home demonstration agents to improve the quality of family life
- Provide job assistance for neglected families
- Establish "schools of inquiry" that offer internships which allow teacher candidates to absorb the life-styles of the neglected people they serve
- End standardized testing for ability grouping and labeling students
- Eradicate discrimination based on sex, race, language, religion, and national origin in policies, practices, and curriculums.

Congressman Norman Y. Mineta (D-Calif.) addressed the first session of the NEA conference.

"PERHAPS it is because of my own experience as a boy in a Japanese American war-time detention camp that I can understand a child's confusion as he attempts to establish a place for himself not only in his own community and home, but also in the big and frightening world.

"Today, unfortunately, there are hundreds of thouands of young people, representing a multitude of backgrounds, who must constantly deal with these conflicts.

"One of the biggest problems facing these children has been the inability to learn the English language.

"As incredible as it may sound, there are children who do not have the working knowledge of English and sit uncomprehending through hours of classroom work and discussion.

"Our critical economic situation also dictates that we reorder our national priorities and reverse the trend that now places less than 2 cents of every federal tax dollar for education; and which allows the present Administration to perpetuate educational neglect with a proposed $445 million cut-back in education funding."

EDUCATIONAL NEGLECT

Galileo High School's West Campus is nearly four blocks from the main building. These World War II barracks are used as regular classrooms.

"My God, Why Do You Want To Teach Them Another Language!"

SAN FRANCISCO—In January 1974, the Supreme Court rendered its landmark decision in the case of *Lau v. Nichols*. To schoolchildren who don't speak fluent English, the date is as significant as May 1954 was to children in segregated schools. In its decision, the High Court specifically stated that children have the right to be taught the English they need in order to understand and learn in classes taught in English.

To see the conditions that prompted the suit—and what has resulted from the Supreme Court's momentous decision, NEA's Project Neglect Team on Asian bilingual education conducted a study in the Asian community here.

As the NEA team visited schools and held hearings, teachers, aides, and community members gave generously of their time and information. What it found were problems and possibilities it believes are typical of school districts where not all children speak fluent English.

The team also found resistance to bilingual education among the English-speaking community. A reaction heard from a Euro-American administrator — "My God, why do you want to teach them another language!" — was not uncommon, according to the Project Neglect Team.

These facilities, formerly a boiler and storage room, are now being used as a bilingual materials development center.

At present, the city is the home of 117,500 Asians and Asian Americans. They make up 17.2 percent of the total population and the children make up 28 percent of the students in the San Francisco Unified School District (SFUSD). More precisely, according to district figures, 15.8 percent are Chinese, 7.3 percent are Filipino, 1.7 percent are Japanese, .5 percent are Korean, and 2.7 are other "non-white"—Samoan, Arabic, Hindi, Burmese, Vietnamese, and Pacific Island languages.

NEA's Project Neglect Team on bilingual education reported that "integration" has dispersed all Asians so that each school has too few for special programs. The team found concern in the Asian community that little educational purpose was served by putting together students who can't talk to each other. Thousands of children sit day after day in classes taught in a language they can't understand.

Too often, no one in the school—or even known to the school — can speak the Asian child's language.

California has 30,000 teachers who can't get work and more are graduated each year. California needs 20,000 bilingual/multicultural teachers. Many unemployed teachers could be taught to speak and teach in Asian languages, but California has no program providing such preparation. Teachers from Asian countries could be given whatever additional preparation they need for certification, but California has no program providing such preparation. This kind of waste results in case after case of valuable teaching ability being undervalued or lost.

NEA's Project Neglect Team reported the situation in San Francisco as "fiscally ludicrous . . . inhumane for the students, and for parents and teachers as well." SFUSD spends $2,000 a year on each student. It's wasted on the thousands who sit in classes where they can't learn. Yet bilingual teachers could be hired to fill vacancies at no greater cost than monolingual recruits.

A few hundred Asian children are in bilingual programs—Japanese, Filipino, or Chinese. One bilingual teacher is responsible for all the Korean students in the district. Little money comes from the state; at the secondary level, California sponsors two bilingual programs, one in San Diego in Spanish and one in San Francisco in Chinese. The federal government pays for teachers or materials for some programs for a while. But when the state or federal money stops coming, the program stops going.

This woman duplicates Chinese curriculum materials in what used to be a rest room.

"The Treatment of Indian Students Has Been Nothing Less Than Hypocrisy and Colonialism"

CHINLE, ARIZONA—"Give me a $500,000 lawyer and I'll wipe out all the educational neglect on this reservation," says Robert Roessel, superintendent of schools here.

Roessel, an outspoken, dedicated administrator and teacher, talked to the NEA REPORTER between classes here recently. Yes, this superintendent actually teaches.

"Social changes in this country have been made only through the courts," Roessel said. "And these cases have been won with the help of big gun lawyers . . . not lawyers from legal aid that we get out here. Take a look around at this muddy compound . . . do you think parents from Scottsdale would allow such conditions for their children?" Roessel queried.

"The treatment of Indian students has represented nothing less than the worst in hypocrisy and colonialism," he continued. "There remains gross neglect across the state in both physical facilities and curriculum."

Certification Problems

Roessel pointed to problems relating to teacher certification and institutional accreditation as one of the persistent areas of educational neglect. "We can't hire a qualified Navajo to teach Navajo studies, we have to hire a certified Anglo."

Roessel said part of the problem lies in the fact that non-Indian accreditors are required to apply rules developed essentially for non-Indian schools. "Traditional teacher education programs do not necessarily prepare teachers for existing situations in traditional education settings, let alone equipping a teacher to cope with situations in Indian schools," Roessel said.

High Absenteeism

Absenteeism is very high on many reservations. According to a joint NEA-Arizona Education Association study committee report, 60 percent of the Indian students in Arizona drop out of school before graduation. Nationally, only about 5 percent of Indian students complete college.

Said Mike Reed, principal at Chinle Elementary and Junior High School, "What surprises me is the the number of kids who *do* attend school on a regular basis. Do you know that some of these kids are brought on horseback 10 to 15 miles to the bus stop and then ride up to 60 miles each way before and after school? Most of these kids go to to these extremes to keep from going to boarding school."

Reed continued, "The buses often break down because of bad roads on the reservation." There is only one paved road throughout the entire 8,969,248 acres of the Navajo reservation.

When Navajo children come to school, the physical facilities do not lend themselves to a comfortable learning environment. Use of temporary facilities for educational purposes is at an unconscionable level. Over 50 percent of children at Chinle are in temporary classrooms, usually trailers.

There are few school districts without financial problems, but Roessel said the Chinle School District will be forced to close next year if current funding is not increased substantially.

In Chinle, only 34 percent of the general budget is spent on instruction, which includes costs of teacher salaries, as against a state average of about 67 percent. The difference is accounted for because public schools on Indian reservations have expenses that are not customary for other districts, including housing (trailers) for employees, higher costs in supplying water, excessive transportation needs, teacher retirement, administrative costs for programs taken by state and county government, telephone, and special program development for Indian needs.

Said Reed, "We've been operating on a deficit for the past two years . . . we're in the red about $1.5 million right now. That's pretty bad when you consider that maintenance of current programs and facilities amount to $3 million a year."

Chinle elementary students take a joyous break between classes.

Robert Roessel, superintendent of schools at Chinle, Arizona, said, "Only through the courts with big-gun lawyers have significant social changes been made."

This hogan was built by Chinle students. This spring it will be used for additional classroom space.

Violence was a continuing part of the anti-textbook protest in Kanawha County, West Virginia. This school bus was struck by a shotgun blast.

"The West Virginia Textbook Protest Was Prolonged by Highly Sophisticated, Well-Organized Right-Wing Extremist Groups"

CHARLESTON, WEST VA.—Outside extremist forces exploited the battle over school textbooks in West Virginia, an NEA panel has reported. Further, the panel said, the crisis was intensified by undercurrents of racism.

The NEA report was part of NEA's probe of educational neglect in America.

The NEA panel said the school system must deal with the legitimate concerns of protest leaders over "methods of instruction; increasing de-emphasis on fundamentals of grammar, reading, and mathematics; and with the general permissiveness of the schools." But the panel cautioned that there can be "no teaching or learning in the public school classroom without the exploration of values, philosophies, ideologies, and religious beliefs."

Analyzing the cultural climate which spawned the conflict, the NEA panel listed as contributing factors:

- A community long divided within itself along lines of class, urban and rural life style, religious belief, and cultural values.
- A school system that, in its liberal educational philosophy and apparent domination by the higher status groups within the city, has grown remote from and alien to its conservative rural communities.

The panel recommended that consideration be given to alternative public education emphasizing "traditional teaching methods" within the Kanawha County public school system.

In order to guard against further isolating rural and urban residents of Kanawha County, the NEA panel recommended the following:

- Staff members assigned to alternative schools should come from urban as well as rural backgrounds.
- School officials should assign to these schools staff members who are highly competent in traditional methods of instruction and who possess "true sensitivity to the culture of the area in which they teach."
- "Establishment of traditional alternatives should be on a pilot project basis and should be regarded as a serious and important experiment, with continuous monitoring to ensure quality instruction that fully meets the state's mandates for public education."

The NEA panel concluded that the protest would not have been as prolonged and intense had it not been "infiltrated by representatives of highly sophisticated, well-organized right-wing extremist groups." These groups, which have provided legal, organizational, and financial assistance in the textbook conflict, are either directly associated or in apparent close sympathy with the John Birch Society, NEA charged.

The protest would not have been as unyielding and violent had the educational materials in dispute not been multiethnic and multicultural in content, according to the NEA report. After reviewing many of the protestors' objections to writing by or about blacks, the NEA panel concluded that the protest is, at least in part, "a reaction to the black presence in America."

Outside extremists—highly sophisticated, well-organized right-wing groups—exploited the tensions in West Virginia, an NEA panel said, building on the patriotism shown by such demonstrators as this man clutching a frontier rifle.

NEA Board Calls for Dues Increase

WASHINGTON, D.C.—The NEA Board of Directors—acting on the basis of a detailed report on the economic situation, member needs, and cost projections—has resolved to seek approval by the 1975 NEA Representative Assembly of a dues increase. Dues would go from the current $25 to $30 in 1976 and $35 in 1978.

The Board received a report regarding the use of UniServ personnel by New York State United Teachers in a collective bargaining workshop for Florida Education Association and AFT locals. The NEA-NYSUT contract prohibits work by UniServ staff "in activities related to collective bargaining representation elections that involve affiliates of the NEA and AFT." However, the Board adopted the report's recommendation that no punitive steps be taken, and instead put NYSUT on notice that any such future actions will be considered a violation of the contract.

The Board further directed that additional UniServ guidelines be prepared to expressly prohibit UniServ staff anywhere from being used in activities outside their regular jurisdiction without advance approval of NEA. The directors also voted (98 to 14) to direct NEA's executive secretary to take appropriate steps to ensure that NEA members in New York are properly informed as to NEA's actions and policies.

Continuing the profession's commitment to excellence in local-state-national relationships, the directors approved a series of specific definitions and criteria related to excellence which were presented by the Committee on Planning and Organizational Development. The Board also directed that CPOD recommend intermediate and long-range actions to bring about the goal of an integrated organizational structure encompassing all levels of the profession.

In an action estimated to add 14 new NEA directors this year, the Board voted that additional directors may be seated when the qualifying membership level has been reached in a state instead of on the date that terms officially begin.

In other actions, the Board directed that roll-call votes by the Board be published in the NEA REPORTER; requested development of an NEA position for affiliates during AFSCME affiliate strikes; approved procedures for implementing the NEA resolution condemning crossing of picket lines, and paid tribute to Fairfield, Conn., teacher William Magee, who personally raised nearly $2,000 to help striking Timberlane, N.H., teachers.

DELAWARE STRIKE WINS BACK PAY

DOVER, DEL.—Teachers here ended their three-day statewide strike on February 20 after Gov. Sherman Tribbitt pledged to make good on his earlier promise of a pay hike retroactive to January. The strike was triggered by the governor's February 10 veto of the salary increase.

Delaware State Education Association members closed two-thirds of the state's 26 school systems, with nearly 75 percent of Delaware's 7,000 teachers out of the classroom.

DSEA members were supported on the picket lines by nonteaching employees, members of AFSCME's Council 81, led by President Tim Hyatt.

Social studies teacher Jean Howard walks a picket line in Dover, Delaware. She and colleagues throughout the state marched until the governor agreed to a pay increase he had vetoed earlier.

Teachers May File Tax Claims

WASHINGTON, D.C.—Teachers are being urged to file claims for possible refunds of federal taxes paid on mandatory employee retirement fund contributions.

According to the NEA General Counsel's office, such a claim may be filed up to three years after the due date of a tax return. Therefore, teachers can file an IRS Form 843 until April 15, 1975, for refund of the taxes paid on their retirement contributions for the year 1971.

NEA General Counsel's advice is based on claims being made in two law suits which are being funded by several public employee organizations. Lower courts have ruled against the employees, but the cases are currently on appeal. It should be noted that Congress has seen fit to expressly amend the tax laws with respect to the taxability of employees contributions made after December 31, 1973. The new law states in effect that employee contributions are taxable in the year in which made if such contributions can be identified as having been made by the employee. It further provides, however, that if a public employer "picks up" (*i.e.*, decides to pay) all or part of the employee contributions, those contributions will not be taxed currently. Although the new law appears to adversely affect the claims being made in the two law suits with respect to taxable year 1974 and later, teachers have until April 15, 1978, to file claims for refunds for taxable year 1974. The cases should be fully decided by that time.

IRS will hold in abeyance the forms you file. If the appeals courts should find the contributions were not taxable, refunds will be made on the basis of forms you have already filed. It is important to note, however, that the filing of a refund claim will serve to keep the taxpayer's entire tax return open for audit purposes beyond the normal three-year statute of limitations period.

Nurses Join Public Employee Coalition

KANSAS CITY, MO.—The American Nurses' Association—made up of 200,000 registered nurses—is joining the Coalition of American Public Employees. The Coalition, which includes NEA, speaks for some three million local, state, and federal government workers across the nation.

Mary D. Munger, R.N., who chairs ANA's Commission on Economic and General Welfare, said that ANA "wants to share its strength with the Coalition as it deals with matters of employment and other mutual interests."

NEA Executive Secretary Terry Herndon welcomed ANA, declaring that "each new Coalition partner boosts our strength manyfold as we pool our legal, legislative, economic, and public relations resources behind common goals."

NEA TREASURER'S INTERIM FINANCIAL REPORT TO MEMBERS

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
STATEMENT OF ASSETS, LIABILITIES AND FUND BALANCES
JANUARY 31, 1975

	GENERAL FUND	PERMANENT FUND
ASSETS		
Cash	$ 966,127	$ 623
Accounts Receivable:		
Membership dues	30,960,459	———
Publication sales and advertising	120,597	———
Notes Receivable from National Affiliates	223,000	———
Due from Departments, National Affiliates and Associated Organizations	169,223	———
Due from Special Purpose Funds	115,336	———
Due from General Fund	———	4,989,002
Investments, at cost:		
Marketable Securities	———	1,910,407
Pooled Investment Fund	———	895,736
Reston Property	———	30,000
NEA related corporations	220,554	———
Other assets	494,448	———
Fixed assets, at cost:		
Land	2,024,692	———
Building	11,635,214	———
TOTAL ASSETS	$46,929,650	$ 7,825,768
LIABILITIES AND FUND BALANCES		
Accrued vacation and other benefits	$ 2,647,702	———
Accounts payable and other liabilities	1,990,954	———
Funds held for Departments, National Affiliates and Associated Organizations	340,708	———
Funds held for Special Purposes	885,878	———
Due to Permanent Fund	4,989,002	———
TOTAL LIABILITIES	$10,854,244	
Fund Balances:		
Invested in physical plant	$13,659,905	———
Operating balance	22,415,501	$ 7,825,768
TOTAL FUND BALANCES	$36,075,406	$ 7,825,768
TOTAL LIABILITIES AND FUND BALANCES	$46,929,650	$ 7,825,768

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
STATEMENT OF GENERAL FUND INCOME AND EXPENDITURES BY GOAL
FOR THE FIVE MONTHS ENDED JANUARY 31, 1975

	ACTUAL TO DATE	TOTAL BUDGET
INCOME		
Membership dues	$36,474,050	$35,008,250
Interest on dues	100,562	———
Advertising (net of commissions of $47,562)	249,274	500,000
Sale of Publications	198,215	350,000
Student Action for Education	22	20,000
Permanent Fund Investments	162	325,000
Sundry	47,964	50,000
Fees and Services for Affiliated and Associated Organizations, Special Projects and Outside Organizations	319,586	400,000
TOTAL INCOME	$37,389,835	$36,653,250
EXPENDITURES BY GOAL		
Independent, United Teaching Organization	$ 2,431,998	$ 5,941,588
Professional Excellence	553,388	1,545,496
Economic Security for all Educators	476,788	1,336,940
Adequate Financing for Public Education	295,312	891,722
Human and Civil Rights in Education	1,122,978	2,933,498
Leadership in Solving Social Problems	109,832	293,004
Basic Support Systems:		
Research	244,342	610,777
Communications	2,044,305	3,887,624
Government Relations	413,134	881,722
UniServ	3,846,422	8,488,997
Governance	699,586	1,873,145
Administration	950,498	2,612,536
Business Management	1,544,668	4,570,801
Miscellaneous	23,558	———
	$14,756,809	$35,867,850
Excess of income over expenditures	$22,633,026	$ 785,400
Salaries and benefits	$ 5,485,221	
Joint projects with state and local associations	4,804,555	
Travel	1,451,506	
Publication costs	1,242,385	
Office expenses (telephone, office supplies, other)	657,602	
Administrative expenses (interest, insurance, rent, other)	177,542	
Outside Services (legal, audit, consultants, other)	494,867	
Machine rental and repairs and materials and supplies	456,778	
Less recovery of costs	(13,647)	
TOTAL EXPENDITURES	$14,756,809	

NEA TRAVEL

ORIENT HOLIDAY

Cohesiveness of Japanese social fabric is symbolized here by a modern etching of a traditional warrior.

19 DAYS

Reservations on first-come basis, so we urge you to register without delay.

$895.00 PLUS 10% TAX AND SERVICE PER PERSON DOUBLE OCCUPANCY.

MANY NEW FEATURES FOR 1975

SEOUL, KOREA

The city is a circular setting of majestic green and granite mountains, opened only by the sea-bound course of the historic Han River.

- 2 nights at the deluxe Walker Hill Resort Hotel.
- Full American breakfast daily.
- Transfers and baggage handling.
- Local taxes, gratuities.

TOKYO

The world's largest city awaits you with a most gracious welcome. Mystic traditions of the East blend with modern Western ideas. This metropolis is a kaleidoscope of ancient temples, shrines and palaces with modern skyscrapers and rapid transportation.

- 5 nights at the deluxe NEW OTANI TOWER HOTEL
- Full American breakfast daily.
- Tokyo city tour visits shrines and temples and the Imperial Palace Plaza.
- Optional tours available to Kyoto, Nikko and Hakone.
- Transfers and baggage handling.
- Local taxes, gratuities.

BANGKOK

After a comfortable jet flight you arrive in Bangkok, City of Angels. The fairyland of the Orient, Bangkok has over a thousand glittering temples with miles of canals, and is sometimes called the "Venice of the East."

- 5 nights at the deluxe RAMA HYATT HOTEL.
- Full American breakfast daily.
- Bangkok Floating Market and Royal Barge Tour, viewing life along the canals.
- Optional ½-day and full-day tours available.
- Optional tour to Singapore, Malaysia, can be arranged.
- Transfers and baggage handling.
- Local taxes, gratuities.

HONG KONG

The ancient Orient in all its splendor awaits you. You are on your way to Hong Kong, the Pearl of the Orient, so prepare yourself for a city of striking contrasts.

- 5 nights at the deluxe MIRAMAR HOTEL.
- Full American breakfast daily.
- New Territories Tour where you have a view across the "Bamboo Curtain" into China.
- Optional ½- or 1-day tours available.
- Optional tour to Manila, Philippines, or Taipei, Taiwan, can be arranged.
- Transfers and baggage handling.
- Local taxes, gratuities.

Price does not include: Cost of visas, vaccinations, passports, or items of personal nature such as laundry, tips for personal services, spirits, etc., or baggage and accident insurance.

Eligibility: NEA membership of six months standing as of date of departure; additionally, the spouse, dependent children, and parents of the NEA member (if residing in same household) are eligibile to travel at the same price.

All transportation will be via Korean Airlines DC10 and B-707 jets, affinity charter basis, with a capacity of 345 (DC10) or 165 (B-707) seats. Land cost: $397.13 including tax and service charges; $585.37 for airfare portion on DC10 and B-707 jets. The NEA administrative fee is $2.00. Airfare portion is subject to increase on a pro rata basis should the number of participants be less than 345 (DC10) or 165 (B-707).

TOUR	DATES	DEPARTURE CITIES
OHT-1	June 24-July 13	**New York,** Washington, D.C.*, and Baltimore*
OHT-2	June 29-July 18	**Chicago** and Detroit*
OHT-3	July 4-July 23	**Philadelphia** and Pittsburgh*
OHT-4	July 9-July 28	**Washington, D.C.** and Buffalo*
OHT-5	July 14-Aug. 2	**New York** and Boston*
OHT-6	July 19-Aug. 7	**Chicago** and Minneapolis*
OHT-7	July 24-Aug. 12	**Philadelphia**
OHT-8	July 29-Aug. 17	**Washington, D.C.,** and Columbus*
OHT-9	Aug. 3-Aug. 22	**New York** and Boston*
OHT-10	Aug. 8-Aug. 27	**Chicago** and Indianapolis*
OHT-11	Aug. 13-Sept. 1	**New York**
OHW-14	June 22-July 11	Los Angeles
OHW-15	July 2-July 21	Los Angeles
OHW-16	July 12-July 31	Los Angeles
OHW-17	July 22-Aug. 10	Los Angeles
OHW-18	Aug. 1-Aug. 20	Los Angeles

Flight OHW-14 thru OHW-18 are via Korean Airlines B-707 jets.

* Transportation between these "additional cities' and Charter Departure City shown in bold print will be via regular scheduled flights. Availability of special "additional cities" arrangement at no extra cost is limited.

Sign up for NEA tours on this page by completing and mailing the coupon on page 20.

summer in scandinavia

ACADEMIC CREDIT AVAILABLE ON TWO SCANDINAVIA TOURS

The George Washington University is co-sponsoring the tour to Scandinavia leaving on July 21, 1975, from New York and returning on August 11. Participants may earn 3 semester hours, graduate or undergraduate, in Independent Studies. For registration for credit, members should contact: Dr. Donald E. Hawkins, Research Professor, College of General Studies, G.W.U., 706 20th St., N.W., Washington, DC 20006.

Western Illinois University will offer credit for the SCAN tour departing July 7 from Chicago and returning July 28. Credit will be granted on both the graduate and undergraduate levels. For information on areas of study or for registration, members should write directly to: Dean of International Studies, Western Illinois University, Macomb, IL 61455.

Below is the itinerary for the 1975 SCAN 1 through 4. Registration for credit is optional and prices quoted do not include matriculation or registration fees. The number of in-service credits recommended for SCAN is 3. Hotels to be used are first or second class, with private bath wherever available. Continental breakfast and dinner daily.

To register for one of the SCAN tours, use the coupon on page 20, regardless of whether you are additionally registering for academic credit through one of the schools mentioned above.

$1406	SCAN-1	June 30-July 21, 1975 from Atlanta
$1270	SCAN-1	June 30-July 21, 1975 from New York
$1382	SCAN-2	July 7-28, 1975 from Chicago
$1270	SCAN-3	July 14-Aug. 4, 1975 from New York
$1270	SCAN-4	July 21-Aug. 11, 1975 from New York

1st and 2nd Days — U.S.A./COPENHAGEN — Evening departure by SAS-Scandinavian Airlines jet. (Atlanta members on SCAN-1 will fly to New York for connecting flight.) Morning arrival 2nd day.

3rd Day — COPENHAGEN — Sight-seeing includes the National Museum, Rosenborg Castle (display of Crown Jewels), and excursion of Frederiksborg and Kronberg Castles in the afternoon.

4th, 5th and 6th Days—COPENHAGEN/KOGE—The 4th and 5th days are free to organize your own activities. On the 6th day motor to Roskilde to view 12th century cathedral. Continue to Koge.

7th and 8th Days—KOGE/COPENHAGEN/STOCKHOLM—A drive along the Bay of Koge takes you back to the Copenhagen airport to board an SAS jet for Stockholm. A waiting motorcoach will transfer you to your hotel. After a morning of leisure on the 8th day, introductory tour of Sweden's capital in the afternoon.

9th and 10th Days—STOCKHOLM—These two days are allowed for on-your-own touring. You may wish to see the Royal Palace and the Old Town, where you may still walk on cobbled streets, browse in charming antique shops and enjoy the atmosphere of quaint restaurants. In the harbor you may view 300-year-old man-o-war, **Vasa,** recently raised to the surface. Stockholm is also the home of the Nobel Institute.

11th and 12th Days — STOCKHOLM/OSLO—From Arlanda Airport fly via SAS over forests and glittering lakes to Norway's capital, transferring on arrival to your hotel. Begin your touring on the morning of 12th day in this important commercial, shipping and manufacturing center, largest in Norway. See the city hall and royal palace. Afternoon at leisure.

13th and 14th Days — OSLO — Now that you're oriented, spend two days exploring on your own. Oslo has a university, national theater, museums, and the interesting 17th century Church of Our Savior, in addition to the government buildings.

15th Day — OSLO/GAUSDAL — Morning departure by motorcoach for Eidsvoll, stopping at Norway's Hall of Constitution. Continue to Lillehammer. After lunch there will be time to see the unique Maihaugen Open Air Museum. Continue to Gausdal for the night.

16th and 17th Days—GAUSDAL/LOEN—Pass ancient farms in the Ottadal Valley and stop at the 12th century Stave Church in Lom. After lunch, continue on the Reindeer Road to Grotli and across the Strynefjell Mountains. From the exciting Videseter Mountain Pass, view scenic Hjelle Valley as far as Loen, where you will stop overnight. The 17th day in Loen is at leisure.

18th Day — LOEN/BALESTRAND — Drive along the shores of the Nordfjord and across the Utvik Mountains. Continue alongside beautiful Lake Jolster to Forde, where you will stop for lunch. Continue in the afternoon to Balestrand.

19th Day — BALESTRAND/BERGEN — By steamer, travel across majestic Sognefjord, longest and deepest fjord in the world, to Vangnes; continue by coach across the Vikafjell Mountain to the charming village of Voss. Through Skjervet Valley, skirt blue Hardangerfjord to Norheimsund, where you will stop for lunch. In the afternoon continue alongside the fjord of Sor to Bergen.

20th and 21st Days—BERGEN—Morning tour of the city with your escort, followed by a day and a half of carefree leisure. will permit you to relax if you wish or go sight-seeing on your own. Rich in tradition, Bergen served as the northern outpost of the Hanseatic League in the 15th and 16th centuries, and its Hanseatic Museum is a popular stop for visitors.

22nd Day — BERGEN/U.S.A. — Depart via SAS jet for New York. (Atlanta members on SCAN-1 connect in New York for flight to Atlanta.) Tour ends upon arrival in U.S.A.

ATTENTION TEACHERS DUE FOR SABBATICAL NEA International Institute In London

Earn graduate or in-service credit by participating in NEA's International Institute in London, 1975-76. Three 12-week quarters available—fall, winter, and spring. For complete information and application form, send this coupon to:

Mrs. Natalie Gladstone,
NEA International Institute
1201 16th Street, N.W.
Washington, DC 20036

Name _____

Street _____

City _____ State _____ ZIP _____

EAST AFRICAN SAFARI (EAS)

EAS-1 July 5-20, 1975 from New York
EAS-2 July 19-August 3, 1975 from New York
EAS-3 August 2-17, 1975 from New York

$1598 from New York
$1445 from Brussels
$1733 from Atlanta

Note: If 6 or more persons join from San Francisco or Los Angeles, a special rate of approximately $230 round-trip will be applicable to connect with the New York departure.

PRICE INCLUDES: All transportation round-trip from New York or Brussels; first-class hotels or lodges with private bath based on twin occupancy; three meals per day while in Africa, per custom of the country; all sight-seeing as listed in the itinerary.

PRICE DOES NOT INCLUDE: Porterage in hotels, airport tax in Nairobi, visa fees, accident and baggage insurance. Single accommodations available in Nairobi and Mombasa at a supplemental cost of $70.00.

1st Day — NEW YORK/BRUSSELS — Depart New York JFK Airport in the evening via Sabena Belgian Airlines for Brussels.

2nd Day — BRUSSELS/NAIROBI — Connect with flght to Nairobi arriving in the evening. Overnight at New Stanley Hotel.

3rd Day — NAIROBI/MASAI-MARA GAME RESERVE — After lunch leave for the Masai-Mara Game Reserve, driving through the Great Rift Valley escarpment and Narok to Serena Lodge.

4th Day — MARA RESERVE/SERENGETI — Game viewing before and after breakfast in the Mara, where buffalo, giraffe, lion, and a variety of wildlife can be seen. After lunch you will proceed south through the park into Tanzania and to Serengeti, where the most spectacular concentration of game can be seen. Overnight at Lobo/ Seronera Lodge.

5th Day — SERENGETI/OLDUVAI/NGORONGORO — After breakfast leave for Ngorongoro, passing through the Olduvai Gorge made famous by the Leakeys' prehistoric finds. Spend the night at Wildlife Lodge on the rim of Ngorongoro Crater, located at an altitude of 7,500 ft.

6th Day—NGORONGORO CRATER—Half-day will be spent exploring the crater floor, second largest crater in the world, measuring over 100 square miles in width and 2,000 feet in depth. Wildlife abounds in this intriguing wilderness. Return to your lodge at the crater's rim for overnight.

7th Day—NGORONGORO/LAKE MANYARA—Drive to Lake Manyara National Park, a variegated picture of forests, lakes, savannah and bush. Over 300 species of bird life have been noted here. Elephants can be spotted in the tropical rain forests and lions are often seen sleeping in the acacia trees. Overnight at Lake Manyara Hotel.

8th Day — MANYARA/NAIROBI — After breakfast leave for Nairobi, via the town of Arusha, with its colourful Masai trading center. Overnight at New Stanley Hotel.

9th Day — TREETOPS, THE ARK OR MOUNTAIN LODGE — Leave Nairobi in mid-morning for Aberdare rain forest area near Mount Kenya, lunching in Nyeri area. Evening viewing of game as animals come to the watering hole.

10th — NYERI/MOUNT KENYA SAFARI CLUB/NAIROBI—After breakfast proceed to Mount Kenya Safari Club. After lunch in these exquisite surroundings, return to the New Stanley in Nairobi for overnight.

11th-13th Days — NAIROBI/MOMBASA — Drive through Tsavo National Park en route to Mombasa, an important port since Phoenician times. Two and a half days at leisure to rest and relax on the beach, shop and explore the old town and fort. Mombasa today is a handsome seaport and resort; the old town is still picturesque with Indian and Arab craftsmen and traders. Fort Jesus, built by the Portuguese in 1592, is an interesting historical museum with ruins of churches, watch towers and blockhouses. You may also want to take an optional day trip to Malindi to see the mosques and palaces of ancient Gedi. Overnight at Serena Beach Hotel.

14th Day — **MOMBASA/NAIROBI** — Drive back to Nairobi New Stanley Hotel.

15th Day — NAIROBI/BRUSSELS — Full day at leisure or for last-minute shopping. An optional day trip (at added cost) may be taken to Nakuru Bird Sanctuary, the home of a million flamingos. Evening departure by jet-for Brussels.

16th Day — BRUSSELS/ NEW YORK — Morning arrival at Brussels; day rooms will be provided during transit hours. Time free until afternoon departure for New York via Sabena Airlines jet with arrival at JFK Airport at approximately 7 p.m., where tour ends. **IT4SN1974**

Tour Set for WCOTP Conference Participants

A tour to include the 1975 World Confederation of Organizations of the Teaching Profession (WCOTP) is set to begin July 27, 1975, and end on August 15. The conference will take place in Berlin between July 28 and August 8.

The NEA tour is designed to provide transportation to and from Europe; accommodations throughout and touring and sight-seeing in Warsaw and Prague for the 13th through 20th days after the end of the WCOTP conference. Below is the tentative itinerary, based on use of first-class rail facilities to Warsaw and Prague, at an estimated price of $880.00 for the entire 20 days (exclusive of days of the conference).

Arrive in Frankfurt on 2nd day from J.F.K., New York City, via Pan American World Airways, to connect for flight to Berlin for the beginning of the WCOTP. Depart Berlin on the 13th day by first-class rail for Warsaw, Poland, arriving late afternoon, for dinner and overnight.

After breakfast on the 14th day, a tour of Warsaw is planned, with afternoon at leisure, followed by dinner and overnight accommodations. The 15th day will be spent on an excursion to Zelazowa Wola Lowicz, birthplace of Chopin, and to Nieborow.

After a 16th day at leisure in Warsaw, depart by overnight sleeper for Prague, Czechoslovakia, with arrival early on the following day. An afternoon tour of the city will include the town hall, the synagogue, and St. Vitus Cathedral.

The 18th day will be spent in the countryside visiting the birthplace of Antonin Dvorak, the Bohemian castles of Nelahozeves and Melnik, and continuing to Lake Macha.

The return to Berlin by first-class rail on the 19th day, connecting to Frankfurt on the morning of the 20th day will complete the tour at approximately 3:00 p.m. at J.F.K. Airport in New York.

In addition to round-trip air transportation transatlantic, based on use of group affinity airfare requiring NEA membership, the tour will provide first-class rail tickets and sleeper round-trip Berlin/Warsaw/ Prague/Berlin, plus first-class hotels with private bath (double occupancy), full board in Warsaw and Prague, three meals per day except in Berlin during the conference, all transfers, and sight-seeing as outlined.

WEST AFRICAN CULTURES A Field Trip

NEA Educational Travel announces a West Africa field trip of 21 days to the four West African nations of Senegal, Ghana, Nigeria and Ivory Coast that is being cosponsored by the George Washington University. Projected as a cultural and educational survey tour, the trip is being offered at $1,950 exclusive of the cost of registration and matriculation fees. Registration for credit is not a requirement for participation in the tour. Those who wish to register for credit may earn up to six semester hours on the graduate level through a social science department at G.W.U. For information on course requirements, tuition and registration for credit, write directly to: Dr. William F. E. Long, Dean, Summer Sessions, George Washington University, 2121 Eye St., N.W., Washington, DC 20006. Applications for the tour itself are being accepted at the Educational Travel Office at NEA Center. In addition to sight-seeing in each country, participants will have the opportunity of meeting many different ethnic groups and observing traditional performances by various local troupes; in addition, meetings with government officers and visits to universities in each country are planned, beginning in Dakar and proceeding to Accra, Kumasi, Nsawam, Ibadan, Bussa, Lagos, Abidjan, and Aboisso, with stops at villages and other towns along the route.

Write to NEA Educational Travel at NEA Center for a complete itinerary, addressing your inquiry to: West Africa Field Trip.

APPLICATION FOR RESERVATION, NEA TRAVEL CV

To reserve space, mail this application with deposit of $200 per person and proof of NEA membership to the address given below. There will be a $15 cancellation fee for each each cancelled reservation, regardless of reason.

Please reserve ..... spaces on (code) ..... departing on .....
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Washington, DC 20036

Name(s) .....
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Address .....

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TEACHERS VOTE FOR A UNIFIED PROFESSION

Actions in Tennessee, Arkansas, Texas, Florida, Louisiana, and Mississippi Clinch NEA Unity

WASHINGTON, D.C.—"Actions by NEA affiliates this spring mean that true American teacher unity is upon us," NEA President James Harris declared this month. "For all practical purposes, the united teaching profession is whole and complete," he said. "We will enter the bicentennial year of our Republic unified in spirit and close to 1.8 million strong in membership."

Harris based his comments on a series of votes that have ensured a unified membership structure in every one of the 50 states, as well as among overseas educators.

Just three states—Tennessee, Arkansas, and Texas—had remained nonunified when 1975 began. All three have now voted unification.

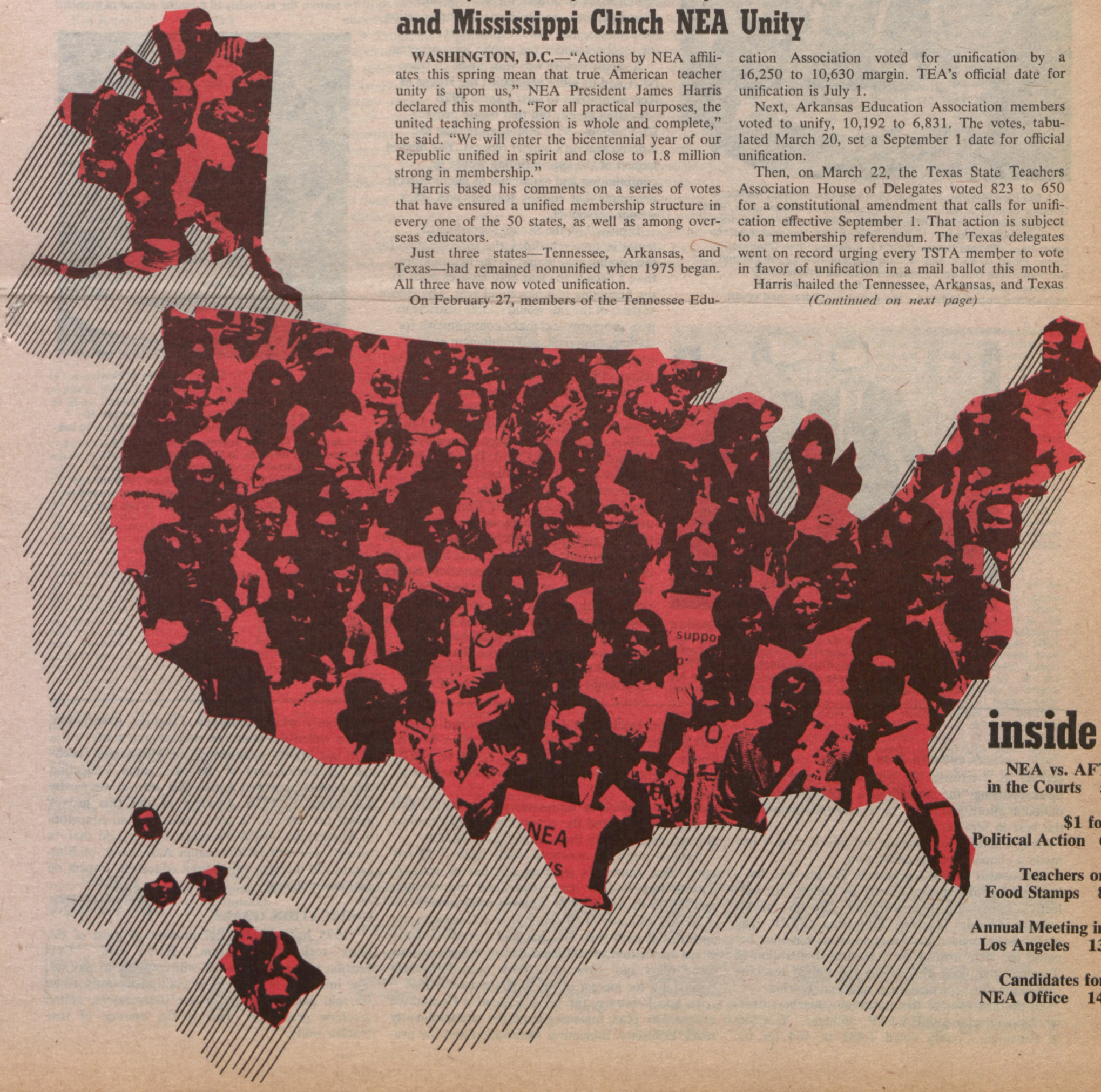
On February 27, members of the Tennessee Education Association voted for unification by a 16,250 to 10,630 margin. TEA's official date for unification is July 1.

Next, Arkansas Education Association members voted to unify, 10,192 to 6,831. The votes, tabulated March 20, set a September 1 date for official unification.

Then, on March 22, the Texas State Teachers Association House of Delegates voted 823 to 650 for a constitutional amendment that calls for unification effective September 1. That action is subject to a membership referendum. The Texas delegates went on record urging every TSTA member to vote in favor of unification in a mail ballot this month.

Harris hailed the Tennessee, Arkansas, and Texas

(Continued on next page)



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NEA Lobbyists Press Congress on Dollars for Schools and Benefits for Teachers

NEA SEEKS FEDERAL SCHOOL $$—NEA Government Relations Director Stanley J. McFarland, left, meets with House Labor/HEW Appropriations Subcommittee members prior to March hearings on fiscal 1976 education budget. Talking with McFarland, left to right: Reps. Edward Patten (D-N.J.), Subcommittee Chairman Daniel Flood (D-Pa.), and William Natcher (D-Ky.). McFarland told the committee that appropriations must be substantially increased to counter the effects of inflation and expand educational opportunities for the nation's children and youth.

PENNSYLVANIA CARRIES THE MESSAGE—PSEA leaders confer with Senate Minority Leader Hugh Scott (R-Pa.), left, on NEA's legislative program for the 94th Congress. With Scott in his office are George Seidel, PSEA legislation; James Green, NEA assistant director for legislation; and Pete Longworth, PSEA legislation.

WASHINGTON, D.C.—Spurred by the deepening economic crisis, NEA is working with the 94th Congress on many fronts to assist individuals and institutions hard hit by recession and inflation. NEA has lobbied intensively for measures to provide more equitable tax treatment for working and retired persons, unemployment compensation for teachers, and more employment for teachers under the public jobs program.

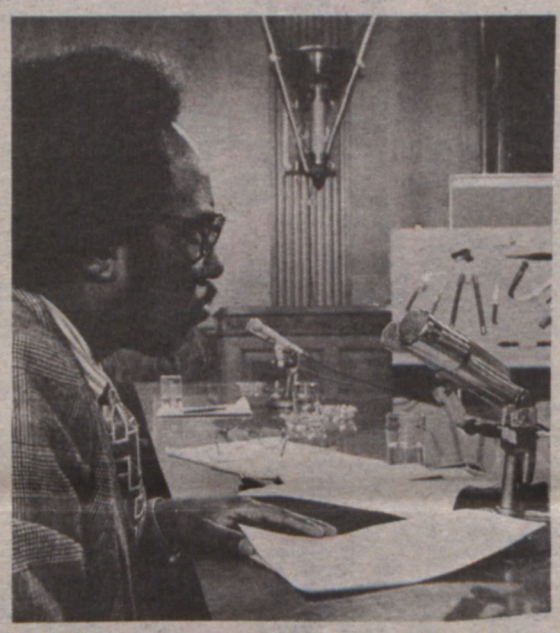
A major victory was won April 16 when NEA and its allies persuaded the House of Representatives to pass a fiscal 1976 education money bill that would provide $7.4 billion—$1.2 billion more than the Administration's budget request. The biggest impact of the appropriation would be continuation and expansion of major federal programs that employ teachers and other school personnel.

If passed by the Senate according to tentative time schedules, the appropriation for the coming year would be the first in more than a decade to clear both Houses prior to the beginning of a new fiscal year. The House version of the bill would enable districts to plan programs and make commitments for staffing, materials, and equipment at or somewhat above last year's levels—even taking inflation into account.

The $1.2 billion increase in the House bill came about as the result of Appropriations Committee recommendations and a $487.5 million amendment package offered by Reps. Edward Roybal (D-Calif.), David Obey (D-Wisc.), and Louis Stokes (D-Ohio).

Meanwhile, NEA is continuing to lay the groundwork for anticipated Congressional action on **collective bargaining** rights for teachers and other employees, **general aid** to provide at least one-third federal funding of elementary and secondary education, **mobile teacher retirement** legislation, and other priority bills proposed by resolutions of the Representative Assembly. NEA's Washington lobbying effort has been reinforced by the active participation of more than 4,500 state and local association representatives who coordinate their activities with NEA.

PRIORITY FOR EDUCATION—At hearings of the Senate Budget Committee, NEA Research Director Jean Flanigan cites education as the key to increasing the productivity of the nation's labor force. She said federal policies which caused the recession—calculated risks of tight money, restrictions on federal spending, and a high rate of unemployment—must be reversed quickly to restore the economy to a stable course of growth.



SCHOOL VIOLENCE–The increase in school violence and disruption is "alarming," NEA President James Harris said last month in testimony before the Senate Subcommittee on Juvenile Delinquency. Harris urged Congress to set up a new national bureau to deal with the problems of youth in the schools. A recent subcommittee report said that destruction of school property is costing localities $500 million a year. In the background is a display of weapons confiscated in one school system in two weeks.

TEACHER UNITY

(Continued from page 1)

actions as "victories for true unity," adding that by recognizing "the strength of a unified local-state-national effort, members have ensured themselves the best in service."

Only Puerto Rico remains nonunified, and it has made a commitment to unification.

Harris also lauded teachers in Florida who have been voting this spring, county by county, for collective bargaining representation through NEA's affiliate, Florida Teaching Profession (FTP). The elections have been necessary in some counties because the state arm of the American Federation of Teachers has been challenging the united teaching profession for representation rights in Florida.

In the first four of these elections, teachers overwhelmingly chose NEA-FTP affiliates. Teachers in Escambia County voted 1,431 to 464 for the association; teachers in Leon County voted 767 to 320 for the NEA-FTP affiliate; teachers in Orange County picked the association by 2,318 to 1,405; and teachers in Bay County opted for NEA-FTP by 546 to 328.

FTP now officially represents more than 37,800 Florida teachers, and the county-by-county elections are expected to push that number over 40,000.

"These votes demonstrate once again," Harris said, "that America's teachers will not be split by outside forces—that they understand the strength that lies in the integrity of a united profession."

NEA's affiliates in Mississippi and Louisiana are unified, but each state also has had a predominantly white association, disaffiliated during merger actions some years ago. Now plans have been formed in both states for merger of the separate associations.

In late February, the NEA Executive Committee accepted a plan for merger of the predominantly black Louisiana Education Association and the predominantly white Louisiana Teachers Association. Harris called the plan "an encouraging start."

In late March, members of the Mississippi Teachers Association and of the Mississippi Education Association approved a plan that aims at merger by September 1, 1976. Leaders of the two groups hailed the votes as "a great victory for all educators in Mississippi." NEA President Harris said that "a merged and unified Mississippi Association of Educators will increase Mississippi educators' impact on national policies."

UNIFICATION GOALS

"1975 has seen the culmination of most of the hard work of unification," Harris said. "Unification has paid off and it will continue to pay off. The influence of teachers is multiplied vastly when we join hands together in one independent, united teaching profession. This is the essence of true teacher unity."

"NEA HAS A MANDATE TO GROW"

NEA Executive Secretary Terry Herndon Talks About an NEA Dues Increase

At the 1975 NEA Representative Assembly, delegates will vote on a question that critically affects the future of the National Education Association. That question is the matter of a proposed dues increase for NEA.

This proposed increase—$5 in September 1976 (for a total of $30) and $5 in September 1978 (for a total of $35)—comes to NEA members as a recommendation of the Board of Directors. It is based on an intensive study by a committee of local, state, and national leaders who thoroughly researched NEA's financial status and future aspirations. The committee concluded that a dues increase was necessary; the Board of Directors, at its February 1975 meeting, concurred.

It is important for all NEA members to realize the full significance of the proposed increase. You are entitled to know the dimensions of NEA's present financial status and the plans for the future if a dues increase is passed this summer:

- We believe that the 94th Congress will pass a federal bargaining bill for public employees. Passage means that 5,000 to 6,000 local affiliates will need help—fiscal resources and expertise—to implement this long-sought statute. This will not be a one-time effort; funds and resources must be continuously available to make sure all teachers are skillfully represented at the bargaining table.
- An expanded communications program, one that will take the teachers' story to the general public, has long been an expressed membership request. This can be done only with increased funds.
- Our political success story in the 1974 elections must repeat itself in every election year if American public education is to be properly funded and organized. One year's victory will fade very rapidly into history if teachers slacken efforts in this arena. Adequate funding, especially as we approach our first Presidential endorsement in 1976, is critical.
- Programs of growing importance to our members such as specialized instructional assistance to deal with complex areas—racism, sexism, child abuse—require far more organizational commitment if they are to ease the load of teachers. Present funds are not sufficient to do this job.

If no dues increase is forthcoming, NEA will have no choice but to reduce its program of membership service. One alternative, a very grim option, is to begin phasing out NEA's subsidies for UniServ—an alternative that probably is unacceptable to the overwhelming majority of members. Since its implementation by the Representative Assembly in 1970, UniServ has grown rapidly; today most of NEA's nearly 1.7 million members benefit from the service of almost 1,000 association specialists throughout the nation. UniServ provides direct, full-time professional assistance to members, and it is not reasonable to assume that members want to forfeit that assistance this year or in years to come.

Efforts in other areas—political action, legal defense, communications, legislation, negotiations, human and civil rights—have taken our Association from a relatively somnolent organization in the 1950's to the powerful, activist voice for teachers and students it is today. To slice away at these programs, the lifeblood of the Association, would be to take a giant step backward. We would, in essence, accept a decline in the effort of the past 15 years.

NEA's need for increased monies to maintain and expand member services has come not from unsound financial management or from a declining membership. In fact, in the years since 1964, while receipts from the federal budgets have increased 160 percent, the gross national product 124 percent, personal savings 150 percent, interest paid by consumers 159 percent, NEA's net expenditures have increased only 59 percent. The portion of budget for staff has declined from 53.5 percent in 1967-68 to 31.2 percent in 1974-75—and during those years membership has actually increased from 1,028,000 to more than 1,660,000. NEA has been a frugal spender, and because of this we remain financially healthy, even in the face of double-digit inflation.

The question before us is one of growth. I think you know that an organization cannot simply mark time; we either must grow, or die. A decline in service breeds a decline in membership, and a destructive cycle begins. And NEA, in order to fully serve membership wants, is under a mandate to grow, to do more. It is reasonable to conclude that our organizational future is directly tied to our financial status. The vote of the 1975 Representative Assembly will speak to more than the simple issue of dollars and cents; it will make a decision that will reach through the years before us and shape the destiny of an organization representing almost 1.7 million of us. I urge that you, as an NEA member, cast your vote for a future of growth and strength that can only become a reality with sufficient financial capability.

LETTERS

A members' forum—especially, a place for dissenting members to share their concerns.

Stale Ideas

Isn't there a single brain in the whole USA (which is to say the whole world) which can come up with a single workable idea for resolving educational problems? All we get is the same old list of stale slogans and kooky cliches that sound so great and noble, and have absolutely no value to the youngsters of America. Take, for example, that list of "action steps to combat educational neglect" from our great President James Harris. Every one of these steps has been condensed on the windows of banquet halls the land over from coffee, tea, bourbon, cigarette smoke, and you-name-it for the last 20 years, and has accomplished no more than increase our precipitous plunge into total ignorance. That is, all except the first one, about 10 students per class, and to my knowledge no one else has been asinine enough to propose that. I'm teaching nine students right now, and I'd give my eyeteeth for 10 more. And who in America is neglected, except the middle class taxpayer? Anyone who personally knows a neglected person, and does not make a personal effort to help that person is a hypocrite if he mentions "free higher education for neglected students" or some such rot. We're suffering from such a money glut now that we haven't time left over from shopping for educational junk to teach the guys in the classroom. We don't need more money—we need more national character. May I be so presumptuous as to suggest that teachers begin trying to instill some of that in their charges? That is, if you can spare the time from lobbying for more money in your pocket.

I wish there were an organization for teachers who are interested in the well-being of students—I'm sick to death of supporting a cheap labor union! Collective bargaining? How outrageous! I'm ashamed of the complete lack of self-abnegation of teachers who seem to have forgotten that the fellow in the school desk wants a teacher—not federal aid!

Joseph T. Kennedy
Gadsden, Alabama

Non-English Speaking

Re your article in the April 1975 NEA REPORTER on Educational Neglect and Project Neglect: I believe that these official programs for bilingual education are a costly mistake, costly in terms of money and of wasted time for the students. The reason that non-English speaking students do not learn English adequately is that they do not make the effort, and do not have to make the effort, to learn English. When they speak a foreign language constantly at home, when their schoolmates speak the same language, when they are taught in Cantonese or whatever, they simply don't learn English.

How did the millions of immigrants previously learn English? Not by being indirectly encouraged to continue using their native language. If people want to live in an English speaking country, *they* have to make the effort. No amount of effort by the schools can do this for them.

Doris Kelley
Seattle, Washington

Common Language

This letter is in regards to the article on page 16 of the last, April 1975, Vol. 14, No. 2, NEA REPORTER.

I was appalled as were many of my colleagues at the caption of one of the articles on Educational Neglect. It reads: "My God, Why Do You Want To Teach Them Another Language!"

Perhaps to the *common* run-of-the-mill people, taking the name of Diety in vain is not offensive, but I daresay of your 1,682,850 educators that read this paper a great majority would feel as I.

As educators can't we rise above the mundane terminology of the low? Isn't education to lift people rather than stoop to these depths?

Afton Burgess
Lehi, Utah

Asian Demon

The caption accompanying the picture concerning Orient Holiday vacation (April issue) was not, as indicated, an "example of a traditional Japanese warrior, demonstrating the cohesiveness of Japanese social fabric," but instead was a picture of a mythical demon guarding the temple grounds in Wat Po, Bangkok, Thailand.

As educators we must be very cautious of implying that all Asians are alike.

Robert K. Ponzi
East Islip, New York

Right-Wing View

It seems that whenever any group of concerned citizens exerts and expresses its feelings and those feelings are contrary to those of a left-leaning organization, the blame is immediately placed on "right-wing extremist groups." (West Virginia Textbook Controversy, page 17, NEA REPORTER, April 1975).

The NEA has too long held to the notion that it alone knows what is best for the children of the community as far as textbooks are concerned. As for me, I'm concerned about any organization that continually seeks more federal aid, favors gun controls and, through the use of massive contributions, helps to make the U.S. Congress the most socialistic in the history of the republic. Perhaps it's time for the NEA to get out of the political arena.

As a member of the teaching profession, a first and last year member of the NEA and a member of the John Birch Society, I say hurrah for those West Virginia parents who let their wishes be known regarding instructional material in their children's classes.

James Carnegie
Arco, Idaho

Funds for Helpers

Regardless of the cause of the problem discussed in the article ["Teacher Surplus—Is It Oversupply or Underdemand"] in the NEA REPORTER for February 1975, it seems to me the NEA and the federal government have contributed to the result. Funds are given for helpers in the schools who are unable to type a test properly, correct papers without making errors, or instruct small groups of children needing remedial help. The unqualified helpers get the jobs while qualified teachers go begging. Can't something be done to rectify this situation?

Mary McEldery
Oroville, Washington

nea reporter

nea helping teachers teach

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James A. Harris *President*
Terry E. Herndon, *Executive Secretary*
Susan Lowell *Publisher*
Marshall O. Donley, Jr. *Editor*
Sal Streett, *Assistant Editor*
Dorothy K. Pierce, *Assistant to the Editor*

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Association Legal Action Leads to Millions in Pay for Pregnant Teachers

Susan Paxman was not allowed to begin the 1971-72 school year after a Virginia school board learned she would be five months pregnant at the start of the term.

WASHINGTON, D.C.—Thousands of teachers—denied sick leave for maternity purposes or forced out of the classroom because of mandatory maternity leave policies—in Virginia, Oklahoma, Iowa, and Alabama will recoup salary losses, thanks to association-supported court and alternative actions.

NEA DuShane Emergency Fund officials say that it is now up to local and state affiliates to ensure that these favorable rulings are reflected in collective bargaining agreements and that school board policies and procedures also incorporate these court mandates and comply with Title VII of the 1964 Civil Rights Act, as amended in 1972.

Precedential in its state-wide coverage is a federal court ruling that Virginia teachers required to stop teaching at an arbitrary time during pregnancy are entitled to back pay. The court ruled that the DuShane Fund-financed cases of Charlottesville teacher Susan Paxman and Henrico County teacher Leslie Gough could be brought as a statewide class action against members of all school boards maintaining mandatory maternity leave policies.

Oklahoma Settlement

In Oklahoma City, as many as 127 teachers went to court this winter to make claims for salary and sick leave pay they failed to receive because of their district's three-month maternity leave and return policy. Their class action suit *(Fabian v. Fisher),* supported by the DuShane Fund, is a successful Title VII action against a school district in a maternity leave case. Each of the teachers who were pregnant in 1971-72 or 1972-73 was asked to present the court with evidence that she was able and wished to work during the six-month period. The total financial settlement could be as high as $300,000. The city changed its maternity leave policy in July 1973.

The Iowa State Education Association, in an effort to get a clear-cut determination on the sick-leave question, has obtained favorable answers in both state and federal forums. The Iowa Supreme Court has declared that the Cedar Rapids school system must grant sick pay to pregnant teachers on the same basis as for other disabilities. The court struck down as sexually discriminatory school board provisions for mandatory leave by tenured teachers and forced termination without reinstatement rights for nontenured teachers at the end of the fifth month. It also barred policies calling for return to work at the beginning of the academic year folllowing maternity leave.

With ISEA and DuShane Fund support, Charlene Sale, denied sick-leave payments for 49 days in 1973, has won a ruling in federal court upholding a finding by the Equal Employment Opportunity Commission that under its guidelines, sick-leave plans must be applied to disability during pregnancy or childbirth on the same terms and conditions as they are applied to other temporary disabilities. When EEOC's conciliation efforts failed, Sale filed a Title VII suit.

Alabama Decision

Alabama teachers, again with financial support from NEA's fund, challenged the failure of school boards to grant leaves for maternity purposes to teachers, regardless of tenure status, and were able to return to their jobs with tenure. Several years ago, Attorney General Bill Baxley ruled that Alabama teachers could use accumulated sick leave for maternity purposes, a decision which resulted in thousands of dollars of teachers' pay. Despite his ruling, some 30 Mobile County teachers, led by Mary Mitchell Turner, had to go to court; they recently obtained a court order granting $100,000 in back pay.

Crestwood, Michigan, Teachers Continue Battle To Protect Their Jobs

CRESTWOOD, MICH.—Teachers here, reinstated after being fired during a strike earlier this year, now face another round of legal wrangling to protect their jobs following a state Supreme Court decision April 4.

The high court ruled that the state's Public Employee Bargaining Act, which bars strikes, takes precedence over the Teacher Tenure Act, but that the Michigan Employment Relations Commission (MERC) has broad power to order reinstatement if unfair labor practices occurred.

Two lower courts had ruled that the school board acted in violation of the tenure act when it fired the strikers without individual hearings.

Though "obviously disappointed," with the court's decision, Michigan Education Association President Keith Geiger noted the decision could improve Michigan teachers' bargaining posture "because it clarifies the power and jurisdiction of the employment relations commission in dealing with bad faith bargaining by school boards."

According to the latest court decision, teachers could be entitled to reinstatement by MERC because: (1) employer action might have provoked the strike, or (2) reinstatement might be the only sanction available to prevent an employer from engaging in unfair practice to weaken or destroy the union.

Meanwhile, MERC has set a hearing on charges of bad faith bargaining filed by teachers before the decision. MEA is also considering moving for a rehearing of the case in the state Supreme Court.

New Hampshire Teacher Is First in NEA's International Institute

Robert W. Morgan (left), Bow, New Hampshire, social studies teacher, and NEA Executive Secretary Terry Herndon talk about NEA's International Institute, which opens in London this fall. Morgan is the first teacher to sign up for the fall 1975 term of the institute, and he is the first teacher from his school district to go on sabbatical leave. He told Herndon that he especially likes the fact that participants in the NEA institute can decide on their own main course of study. Morgan will study the economic and social status of British teachers. The deadline for receipt of applications for the institute has been extended to July 1. For details, write to Mrs. Natalie Gladstone, NEA International Institute, 1201 Sixteenth St., N.W., Washington, DC 20036.

WORLD STANDARDS FOR STATUS OF TEACHING CIRCULATED

WASHINGTON, D.C.—NEA has circulated to all its state affiliates copies of a document that sets worldwide standards for the status of teachers.

Initiated by NEA and developed through the World Confederation of Organizations of the Teaching Profession, the standards set goals for teacher preparation, salaries, fringe benefits, and rights and recommend conditions for effective teaching and learning. Dozens of new nations now use the standards as a bible for the development of public education.

Titled *Recommendation Concerning the Status of Teachers,* the standards have been approved officially by UNESCO and by the International Labor Organization.

Although the United States has not formally adopted the standards, most of the free world has. Third world and industrial countries—especially in Europe—use the standards as a guide for further improvement in the status of teachers.

The NEA Board of Directors recently directed that the standards be sent to affiliated state associations so the document could be used for self-study and possible implementation. In a letter accompanying the document, NEA Executive Secretary Terry Herndon told the affiliates that "no nation has yet met all the provisions stated in the *Recommendations.* The United States certainly has not."

FREE PUBLICATIONS AVAILABLE

WASHINGTON, D.C.—NEA Instructional and Professional Development is offering free single copies of two Briefing Memos—one on "Alternative Schools" and one on "Metric Conversion and the Teacher"—and free single copies of a *Today's Education* reprint on "Bilingual-Multicultural Education." Order from Programs for Professional Excellence, Room 714, at NEA Center.

When the rights of teachers are challenged,

NEA is there

A scorecard comparing NEA and AFT involvement in significant litigation decided in 1974

The Case	The Court	The Issue	The Result	Involvement of NEA and Affiliates	Involvement of AFT and Affiliates
Cleveland Board of Education v. LaFleur (Ohio) and *Cohen v. Chesterfield County School Board* (Virginia)	U.S. Supreme Court	Can a pregnant teacher be forced to take maternity leave at a date fixed by the school board even if she is physically able to continue teaching?	Supreme Court upholds the right of pregnant teachers to continue teaching as long as they are physically able to do so.	**On behalf of pregnant teachers: LaFleur: Shared in legal costs. NEA amicus brief filed in court of appeals and in Supreme Court. Cohen: Litigation from trial court through Supreme Court financed entirely by NEA. NEA amicus brief filed in Supreme Court.**	Joined in amicus brief in Supreme Court.
Rampey v. Allen (Oklahoma)	U.S. Court of Appeals, 10th Circuit	Can college president dismiss faculty members because they discuss college problems among themselves, speak informally with students, and fail to come in and visit him?	Rights of free expression and association upheld, college president's demand for absolute loyalty notwithstanding.	**On behalf of faculty members: NEA supported litigation.**	None.
Sterzing v. Fort Bend Independent School District (Texas)	U.S. Court of Appeals, 5th Circuit	Is a teacher's academic freedom violated when he is dismissed for teaching a unit on race relations?	Dismissal held unconstitutional; reinstatement cannot be denied merely because it might revive antagonism.	**On behalf of teacher: NEA and Texas Classroom Teachers Association financed trial; NEA financed appeal; NEA attorneys worked with attorneys for teacher.**	Provided grant amounting to approximately 8 percent of NEA contribution.
Skehan v. Board of Trustees of Bloomsburg State College (Pennsylvania)	U.S. Court of Appeals, 3rd Circuit	Does U.S. Constitution require a state college to afford a pre-termination hearing to a professor dismissed during his contract?	Court rules that post-termination hearing is inadequate; remands to trial court to consider reinstatement and back pay.	**On behalf of professor: NEA financed appeal; NEA attorneys worked with attorneys for professor and supervised appellate briefing.**	None.
Walston v. County School Board of Nansemond County (Virginia)	U.S. Court of Appeals, 4th Circuit	Can a school board terminate a disproportionate number of black teachers solely because they failed to achieve a certain score on a standardized test?	Use of score on test held arbitrary and discriminatory since unrelated to true teaching ability.	**On behalf of teachers: NEA filed amicus brief.**	None.
Aurora Education Association East v. Board of Education (Illinois)	U.S. Court of Appeals, 7th Circuit	Can a school board penalize teachers merely because they assert that they have a right to strike?	School board action held to be unconstitutional infringement of teachers' freedom of speech.	**On behalf of teachers: NEA and Illinois Education Association financed litigation; NEA attorneys worked with attorneys for teachers and supervised appellate briefing.**	None.
Fabian v. Fisher	U.S. District Court, Oklahoma	Are teachers who have been forced to take maternity leave entitled to lost salary and sick pay?	Class-action Title VII suit recovers back pay for over 100 teachers.	**On behalf of teachers: Court costs underwritten by NEA.**	None.
[Jane Doe] v. Covington County Board of Education	U.S. District Court, Alabama	Can a school board fire an unmarried teacher when it learns that she has had an abortion?	School board action held to be an unconstitutional invasion of teacher's right of privacy.	**On behalf of teacher: NEA and Alabama Education Association financed litigation.**	None.
Timberlane Regional Education Association v. Major	U.S. District Court, New Hampshire	Can teachers who are picketing peacefully be arrested for parading without a permit?	Interference with peaceful picketing held unconstitutional.	**On behalf of teachers: NEA and New Hampshire Education Association financed litigation; NEA attorneys worked with attorneys for teachers.**	None.
Randle v. Indianola Municipal Separate School District	U.S. District Court, Mississippi	Can a school board refuse to hire a teacher because her husband is a civil rights activist?	School board's refusal held to be an unconstitutional violation of teacher's freedom of association.	**On behalf of teacher: NEA financed litigation; NEA attorneys worked with attorneys for teacher.**	None.
Doyle v. Mt. Healthy City School District Board of Education	U.S. District Court, Ohio	Can a teacher be dismissed for lack of "tact" when the school board is distressed by his outspokenness?	Dismissal held unconstitutional; teacher reinstated with back pay and awarded attorneys' fees.	**On behalf of teacher: Ohio Education Association financed litigation.**	None.
King v. Caesar Rodney School District	U.S. District Court, Delaware	If a school board investigates the facts of a teacher's proposed dismissal and finds "just cause," can it sit as a "judge" and dismiss him?	Board lacks constitutionally required impartiality; teacher ordered reinstated.	**On behalf of teacher: NEA and Delaware State Education Association financed litigation; NEA attorneys worked with attorneys for teacher.**	None.
Hall v. United States	U.S. District Court, New Hampshire	Is a teacher entitled to a tax deduction if he maintains an office in his home?	Tax deduction permitted over Internal Revenue Service objection.	**On behalf of teacher: New Hampshire Education Association financed litigation.**	None.
Clark County School District v. Local Employee-Management Relations Board; Washoe County Teachers Association v. Washoe County School District	Nevada Supreme Court	Do teachers have the right to negotiate about class size, student discipline, teacher load, professional improvement, and other alleged "management prerogatives"?	Disputed items held to be negotiable.	**On behalf of teachers: NEA attorneys worked with affiliate attorneys in briefing and arguing cases.**	None.
Danville Board of School Directors v. Fifield	Vermont Supreme Court	Is school board agreement to submit nonrenewal of teacher to binding arbitration enforceable?	Court holds agreement enforceable. Arbitrator orders teacher reinstated.	**On behalf of teacher: NEA and Vermont Education Association financed litigation; NEA attorneys worked with attorneys for teacher.**	None.

Looking to Next Year's Election,

NEA TEACHERS SET POLITICAL ACTION

Connecticut Teachers Contribute Via the Reverse Checkoff

The 1973 NEA Representative Assembly urged active members to make a $1 contribution each membership year to NEA-PAC, the independent political action arm for NEA's 1.7 million members. NEA-PAC funds go toward support of candidates for federal office who endorse the broad legislative goals of NEA and its affiliates. NEA-PAC dollar contributions played a significant role in 1974 in helping to elect more than 130 pro-education House and Senate members who are serving this year and next in the 94th Congress. Overall, NEA-PAC-supported candidates won in 250 of 310 contests—81 percent.

NEA-PAC is looking ahead to the national election of 1976 not only to hold the gains won last November but to ensure even greater suport for education in the 95th Congress. Every-year contributions to NEA-PAC will make certain that NEA-PAC can help all pro-education candidates, and assist in early campaigning — now less than a year away.

The Representative Assembly, NEA's policy-making body representing 9,000-plus locals in every part of the nation, called on all states to set up a system to collect a $1-per-member political contribution. This action recommended that the $1 contribution be collected via payroll deduction along with membership dues. Under this method, called "reverse checkoff," the member has the option of requesting a refund of the $1 NEA-PAC contribution. So far, 16 states are using this system or a variation of it.

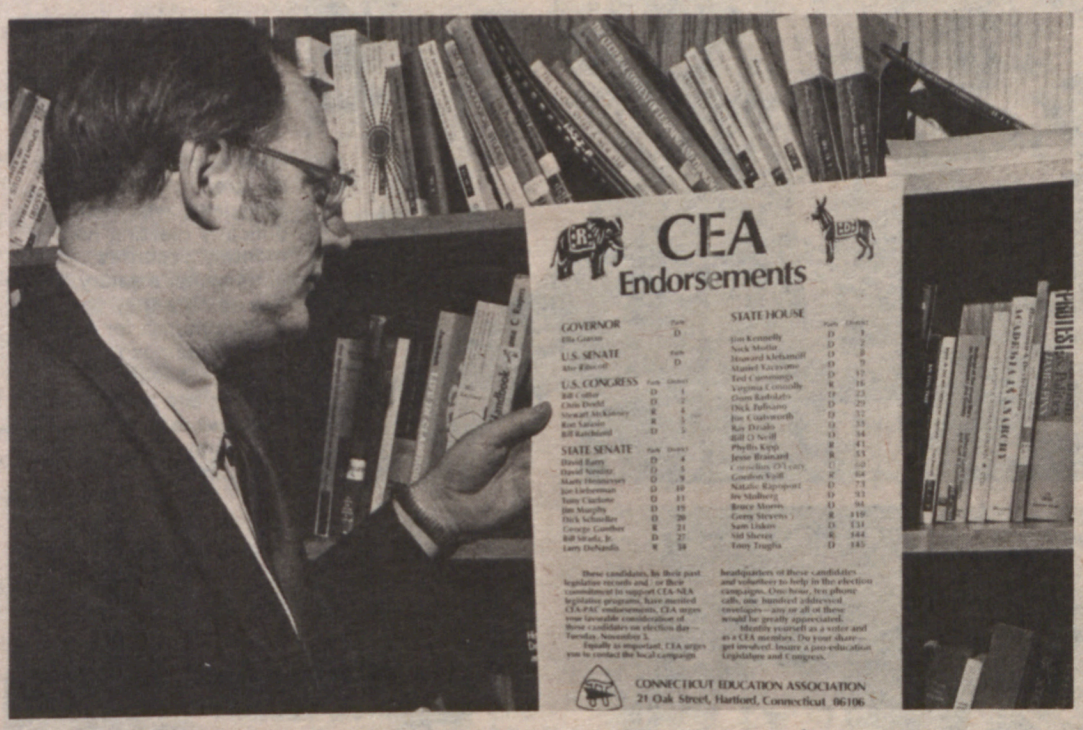
"I believe that the delegates to the NEA Representative Assembly displayed remarkable wisdom in electing the reverse checkoff system to actively involve all teachers in representative government," said Lawrence J. Steeves, chairman of the Connecticut Education Association Political Action Committee (CEA-PAC)."Two years of activity with both NEA-PAC and CEA-PAC have convinced me that teachers have a stake in the political process," added the former CEA president and a member of the West Hartford Education Association.

Steeves was one of many teacher-leaders and classroom teachers from Connecticut who commented favorably on the recommendation aimed at obtaining a maximum of teacher support for NEA-PAC. "Connecticut teachers are responding positively to the need of bringing political clout to the legislative process by contributing over $21,000 so far this year to NEA-PAC, compared to $1,500 last year," Steeves said.

Nancy M. Kelly, chairperson of the mathematics department at Portland Junior High School and secretary of the Education Association of Portland, asserted: "It is every citizen's duty to contribute to political campaigns to insure that we get the best government possible. That's the American way. Teachers, of all people, should do no less. The reverse checkoff provides us with the opportunity to participate in our democratic society."

"I feel that one of the best ways of achieving most of the things that teachers stand for is through political action," said Gloria J. Busch, a member of the Middletown (Connecticut) Education Association. "Adequate financial support can give teachers the political clout that they desire. In my mind, the present contribution checkoff system is the most appropriate means for achieving these objectives."

GOAL OF $1 PER MEMBER



"It's a way of showing that teachers care about the political process in this country . . . who runs for office . . . who gets elected . . . and, if necessary, who should be turned out of office, said Donald Sbabo, an eighth grade mathematics teacher and president-elect of the North Haven Education Association. "We all share in this political responsibility . . . think of the political clout we would have if all 1.7 million members of NEA gave a dollar to NEA-PAC."

Florence M. Karpelman, a social studies teacher at John F. Kennedy High School, Waterbury, said the contribution checkoff system "provides the best vehicle to collect contributions from hundreds of thousands of teachers who are supportive of Congressional candidates having the interest of the nation's 45 million public elementary and secondary school children." Karpelman is also president of the Waterbury Teachers Association.

And So Do Nebraskans

"In Nebraska, we've seen the benefits of teacher political action and shared in them," declared Chuck Gordon, a high school teacher and a member of the Fremont Education Association. "Political action is one of the most important activities in our profession," said Gordon. "I think the reverse checkoff is the best way for all of us to share in the effort. I'm 100 percent for it."

Terry Christensen, a library-media specialist, observed that "teaching is becoming more political and we're doing ourselves a disservice if we don't get involved." A member of the York Education Association, Christensen added: "We get the most teachers involved and have the most positive political action through reverse checkoff of PACE contributions."

A Few Teachers Say No

A small group—about five percent—of the teachers in those states using the reverse check-off system have asked for refunds. Some of these teachers, though they originally requested refunds, later submitted their $1 NEA-PAC contribution after second thoughts.

"I am unalterably opposed to the reverse check-off," said one teacher. "It is an insult to my intelligence and a restriction of my freedom of choice. Had I been asked for a contribution, I would have made one of considerably larger amount than the pittance involved. I am, of course, interested in the election of pro-education candidates, and while this is not my only consideration I usually support them with my vote, my dollars, and countless hours of personal time working in their behalf."

A teacher-leader commented: "I feel the way you handled this situation, including a 'back-door approach' of obtaining contributions, has alienated many members."

"Actually, because of the people you endorse, I wish I could disband your NEA Representative Assembly," wrote one teacher.

"This action of taking money out of my pocket was not authorized by me nor did I give my representative the authority to vote in favor of such action . . . Had this come to the membership, and they approved, I would feel differently about it," explained a fourth teacher.

Comments from teachers who asked for refunds, but later authorized the $1 NEA-PAC contribution:

"I was definitely misinformed on this refund as were a number of other teachers with whom I work," explained a teacher-leader. "Please accept my check back into the fund."

"You have it from now on," commented another teacher.

"At this point I feel in line with the purpose and reason for this money," said a third teacher.

"Sorry about this . . . please reuse," commented another teacher after being sent a refund.

Prompted by Eroded Paychecks

TEACHERS JOIN THE FOOD STAMP-EDE

Many teachers around the country are in tight economic situations despite financial strides advanced by NEA. They didn't have to wait for the latest Labor Department figures to know that the typical urban family of four requires $14,300 a year to maintain a moderate standard of living and $9,200 for an austere level, and 13 and 8 percent less respectively in non-urban areas. The average teacher salary nationwide falls between: $11,513. The teachers below have applied for food stamps, as urged by NEA, to make ends meet and highlight the economic plight of teachers. They are willing to share their stories so that other teachers who need food stamps will not be too proud to apply.

by *Rozanne Weissman*
REPORTER Contributing Editor

Food stamps helped pay the grocery bill for the Blaisdells, who had difficulty meeting normal monthly expenses on one teacher's salary. For two months they paid $100 a month for $121 in food stamps until Hal Blaisdell began moonlighting and his wife returned to nursing when 10-month-old Erin had her first birthday.

Sherry Breshel's family sleeps before the fireplace each night because their fuel has been cut off. She has been declared ineligible for food stamps but is reapplying.

It was a winter of discontent for Hal Blaisdell.

The Kansas teacher realized he could not survive on his inflation-eroded paycheck without robbing his dwindling savings account just to meet regular monthly expenses—including food. So he applied for food stamps at the local Social and Rehabilitation Services office. Despite having only one child and a $8,364 salary as a junior high art teacher and department head for Salina's United School District 305, the teacher had no trouble proving eligibility.

"People who need and qualify should receive food coupons. There should be no stigma," emphasizes the Vietnam veteran turned teacher. "Teachers are taxpayers too. I encouraged publicity on my case not just for teachers but for everyone who's been afraid to apply."

Publicity created a furor in Salina and beyond—even up to the White House. Why, questionned critics, should an employed professional be eligible for government aid?

The Agriculture Department's Chicago Regional Office audited Blaisdell—highly unusual in the case of a person who just got stamps. Reports Don Anderson, executive director of Kansas UniServ District One, "This was no ordinary audit but one requested from above. The Salina Journal headed one story on Blaisdell, 'White House was interested.' The word is that a disgruntled anti-teacher senator spurred the White House to call for an investigation." Government investigation merely confirmed the teacher's eligibility.

Blaisdell recalls obscene, threatening, and negative phone calls saying "that I must be a lousy teacher to do something like this. But," adds the teacher in the heart of America's farm belt, "while farmers criticized my taking advantage of a legitimate government program, I've watched them shoot their cattle, plow under their wheat, accept farm subsidies not to grow things, and receive special government loan programs."

The art teacher collected food stamps for only two months, December and January, paying $100 monthly for $121 of stamps. He then began moonlighting as an independent insurance investigator, and his wife returned to nursing when their child Erin turned one-year-old, "although," notes Blaisdell, "we hoped that she could remain home another year during these formative years. . . ."

* * * * *

NEA President James Harris knows the importance of these formative years and of proper food and nutrition, especially for children. As a consultant to the 1970 White House Conference on Food, Nutrition, and Health, he championed expansion of the school lunch program for needy children and other food programs.

Observes Harris, "Many government programs have been enacted for the wealthy. They enjoy tax loopholes galore. No one faults them for taking these numerous legal deductions which are not available to those with a teaching income. Teachers who need and are eligible for food stamps need not apologize to anyone for receiving legitimate benefits.

"Because food, is one area that seems to be cut most in a family's budget during tight times," Harris said, "the NEA encourages teachers to apply for food stamps when need and eligibility apply as a means of keeping your heads above water in the tides of inflation."

* * * * *

Sherry Breschel's family lies each night before the fireplace bundled in warm clothes and sleeping bags. Fuel has been shut off since she could not make the more than $800 in inflated winter fuel payments (over $300 for a two-month period) on her monthly take-home salary of $490. Neither can the divorced Richmond, Va., elementary teacher and sole support of her family of four sell the large, old, poorly insulated house since it is in the name of her former husband who has disappeared.

She received food stamps for a short period but was then declared ineligible because of joint but unsalable assets. She will reapply.

"I have explained to my children that they cannot expect the same standard of living they enjoyed four years ago. We use a behavior-modification point system where the children get tokens for accepting responsibility as members of the family redeemable to do things they want. Penalties are given for wastefulness. Otherwise," she explains, "we'd never be able to make it. . . ."

* * * * *

Because of the sensitivity of the food stamp issue, some teachers collecting food stamps prefer that their colleagues and others do not know. One from Kentucky who makes around $9,900 and receives $182 in food stamps for $105 because of heavy medical bills considers it both "embarrassing" and "degrading." He painfully relates, "when we were buying our week's supply of groceries, a former student was behind us in the line. When I paid with food stamps, he asked me if I had been laid off. . . ."

He continues, "I can't see any reason to punish my family anymore because I insist on teaching in Kentucky. In some counties in this state teachers are almost eligible for CARE packages. We don't have collective bargaining. After we sell the house, I plan to move away and start a new life somewhere else.

"I've been president of my teacher's association," he went on. "I've been involved with UniServ. I thought of myself as a warrior, but I'm just about a defeated warrior now. . . ."

* * * * *

But if working teachers are faring poorly, what of retired teachers?

A 68-year-old teacher in Prague, Okla., spotted an article about education associations urging eligible teachers to apply for the food stamp program and asked for association help. She explains that she has a bad heart, high blood pressure, and has gone through seven surgeries, including one for cancer. Most of her expenses must be met with the $191 monthly she receives from Social Security and teacher retirement.

We tried to reach this teacher, but there is no phone and has been no response to our mailgram. . . .

* * * * *

And the stories unfortunately go on. . . .

Resolutions for Action in Los Angeles

WASHINGTON, D.C.—NEA's 127-member Resolutions Committee met here March 13-15 to review the Association's 1974 resolutions and to discuss proposed 1975 resolutions.

The committee—with members from every state, Puerto Rico, and overseas—received information from several persons, including representatives of NEA Government Relations, Instruction and Professional Development, and the Migrant Project. Executive Secretary Terry Herndon spoke to the group and responded to questions on a variety of Association activities. In addition, the committee received a preliminary report on implementation of 1974 resolutions.

Chairperson Bill Lewis said that "it was particularly helpful to the committee to receive a first-hand report from Vice-President Willard H. McGuire, who chaired a committee on NEA's policy-making process." Lewis reported that the committee acted on several proposals and deferred action on others, requesting that additional information be provided before the Los Angeles annual meeting.

The proposed 1975 resolutions (which appear on this and the next pages) may be changed and topics may be added in Los Angeles.

"Members are urged to send comments on the preliminary report to the Resolutions Committee staff at NEA Center, so that the committee can consider them at its meeting just prior to the opening of the Los Angeles meeting," Lewis said.

Continuing resolutions to be changed, edited, or deleted are starred, with the proposed resolutions following last year's version. A brief italicized description follows each recommended change in a continuing resolution. Following them are the proposed annual 1975 resolutions, under the appropriate goal.

Delegates are urged to bring this issue of the NEA REPORTER to the Los Angeles meeting. The preliminary report of NEA Resolutions will not be reproduced widely in any other form.

THE RESOLUTIONS OF THE NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

FOREWORD

The Constitution of the National Education Association states that the goals of the Association shall be the goals stated in the PREAMBLE.

These goals are, therefore, regularly set forth in a statement of resolutions committing the Association to action upon adoption by the Representative Assembly. The Resolutions Committee defines resolutions as an expression of the belief or position of the Association or the direction in which it is moving. A resolution calls for interpretation or action by various agencies including the Association.

Resolutions of a more permanent nature are "continuing resolutions." The titles of these resolutions will be preceded by the goal letter and the appropriate number. Resolutions which require immediate action are "annual resolutions." Their titles will be preceded by the appropriate year and number.

In addition to policy set by resolution, the Assembly may adopt items of new business. Standing Rule 6 (j) states: "New business consists of those motions that reflect the will of the Assembly on matters which relate to the operation of the Assembly or programs of action for the Association. Such motions are specific in nature and terminal in application."

* FOREWORD

The Constitution of the National Education Association states that the goals of the Association shall be the goals stated in the PREAMBLE.

These goals are, therefore, regularly set forth in a statement of resolutions adopted by the Representative Assembly. Resolution is defined as a formal expression of opinion, intent, belief or position of the Association adopted by the Representative Assembly and providing the direction in which the Association should be moving.

Resolutions of a more permanent nature are "continuing resolutions." The titles of these resolutions will be preceded by the goal letter and the appropriate number. Resolutions of immediate concern are "annual resolutions." Their titles will be preceded by the appropriate year and number.

In addition to policy set by resolution, the Assembly may adopt items of new business. Standing Rule 6 (k) states: "New business relating to substantive policies or programs for the Association shall be specific in nature and terminal in application."

Revised paragraphs 2 and 3.

A. NATIONAL SPOKESMAN FOR EDUCATION

A-1. Educational Opportunity for All. The National Education Association believes that education should be provided from early childhood through adulthood, be suited to the needs of the individual, be nonsegregated, be offered beyond the traditional school day and school year, be required through the secondary school, be offered at public expense, and be guaranteed by the Constitution of the United States. The individual also must be free to choose, to supplement, or to substitute education in privately supported nonpublic schools. (69, 74)**

A-2. Public Education. The National Education Association believes that solutions to the problems facing public education must preserve and strengthen the priceless heritage of free public educational opportunities for every American.

Free public schools are the cornerstone of our social, economic, and political structure and are of utmost significance in development of our moral, ethical, spiritual, and cultural values. Consequently, the survival of democracy requires that every state maintain a system of free public education and safeguard the education of all.

The public school system is not expendable. Any movement that would diminish this vital asset will be opposed by the Association. (69)

A-3. Schools in Crisis. The National Education Association believes that many schools are in crisis, evidenced by decay, neglect, and continuing deterioration. These schools must be provided with higher than average per pupil financial allocations to increase staff, buildings, and instructional material. Massive financial support is required to provide quality education. Organizational patterns must be developed which effectively involve parents, teachers, and students.

The Association urges its affiliates to initiate programs which strengthen and enhance the education provided by these schools. It believes its affiliates are uniquely able to design programs to inform and assist teachers in such schools. Continuous communication and involvement with community groups are keys to the success of such programs.

The Association directs its officers and staff to design action programs and seek necessary legislation and financial support to improve schools in crisis. (69)

A-4. Environmental Education. The National Education Association believes the nation's priorities must include the protection of our environment. It urges the development and improvement of federal legislation, programs, and appropriations that provide education: (a) for use, stewardship, and preservation of a viable environment; (b) to eliminate pollution; (c) to promote an understanding of the effects of population change; and (d) to promote establishment of federal Wilderness Areas.

The Association urges its affiliates to support appropriate programs in school systems for grades K through adult in accordance with the Report of the NEA Task Force on Environmental Education. (73, 74)

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The Association urges its affiliates to support environmental programs in school systems for grades K through adult. (73, 74, 75)

Revised last paragraph to update.

A-5. United States Department of Education. The National Education Association urges the establishment of a cabinet-level U.S. Department of Education (69)

A-6. Decentralization in Large Cities. The National Education Association believes that the educational decision-making process must be as close as possible to the citizens and professional staffs directly served by, or involved in, local communities within the cities and recommends decentralization in large cities.

The Association endorses the concept of elected boards of education within large cities. The appropriate delineation of authority and power between a central city board of education and the community boards within the city is a critical factor in ensuring the success of decentralization. Such delineation will inevitably vary from city to city based upon local circumstances, custom, state law, immediate needs, and historical precedent. Precedent and custom, however, must not be allowed to stand in the way of establishing smaller and more viable units of school governance and administration which will make large city schools more responsive and accountable to the various groups they must serve.

The Association also believes that elected community boards of education must possess clearly defined authority in the areas of curriculum, educational materials, school program, and personnel, with negotiation rights and procedural due process guarantees for the educators of the city. (69)

A-7. Public Understanding. The National Education Association believes that professional associations must promote public understanding of education and encourage wide public and parental participation in solving education's problems. It also recognizes the responsibility to publicize adverse educational conditions and to support associations in attempts to improve conditions in their districts.

The Association also believes that there must be a representative, nonpartisan board of education in each school district, which also has a responsibility to promote public understanding of the schools. (69, 73, 74)

A-8. Mass Media. The National Education Association recognizes the total educative effect of the communications media whose obligation should be to provide full, constructive, and accurate presentations. It notes the progress that is being made to improve such programs and materials.

The Association recommends that educators, in cooperation with parents, and others concerned, seek to influence the policies followed by the mass media and, at the same time, help children to become intelligently critical viewers, listeners, and readers. (69, 70)

A-9. Organizations of Other Nations. The National Education Association believes that a strong international community of educators is necessary to promote international understanding and to defend the interests of the teaching profession in all countries. The Association actively supports the World Confederation of Organizations of the Teaching Profession and will continue to cooperate with professional education organizations of other nations. (69)

***A-10. Professional Sanctions.** The National Education Association believes that, when other means for preventing arbitrary policies or practices that have a deleterious effect on the welfare of the school have been exhausted, professional sanctions should be invoked. Procedural guidelines should be developed for the implementation of sanctions.

The Association urges all institutions of higher learning to refrain from assigning student teachers for their preteaching experience in any school system under state or national sanction. (69, 73)

Delete.

75-1. Deleterious Programs. The National Education Association believes the following programs and practices are detrimental to public education and must cease: performance contracting, revenue sharing, voucher plans, tax credits, and evaluations by private, profit making groups.

75-2. World Peace. The National Education Association recognizes the interdependence of all peoples and urges that the United States make every effort to strengthen the United Nations to make it a more effective instrument for world peace.

The Association urges its affiliates and members to implement its commitment to world peace founded on genuine respect for and understanding of individual and cultural diversity, and to develop programs that foster the types of education, including the study of additional languages, and good will that promote the ideals of peace, freedom, and human dignity.

75-3. Cable Television. The National Education Association believes that expanding cable television (CATV) technology should provide tele-communications services to education. Federal regulation should guarantee the reservation of at least 20 percent of the channel capacity of CATV systems in each community for educational and other public purposes.

The Association urges its affiliates to monitor community franchises and to support provisions by municipalities to set aside a percentage of the franchise for school and public access programming.

The Association supports the study and implementation of a nationwide dial education television network.

75-4. Federal Support for Public Welfare. The National Education Association believes that the cost of public welfare should be assumed by the federal government and that the federal welfare program should be based on standards of human dignity.

75-5. Planned Program Budgeting Systems. The National Education Association believes that planned program budgeting systems (PPBS) are often used in a deleterious manner as vehicles for the introduction of de facto performance contracting or for the implementation of plans for holding teachers accountable without permitting them to share in the process of educational decision-making.

The Association urges that no PPBS plan be undertaken or continued unless local affiliates are full partners in the study of the PPBS plans and in the design, authorization, implementation, and evaluation of adopted plans.

The Association is aware of the misuse of PPBS plans and will assist its affiliates in correcting such abuse.

75-6. Constitutional Right to Education. The National Education Association believes that every American has the right to an education. The Association urges the adoption of an amendment to the United States Constitution to guarantee this right.

B. ADVANCE THE CAUSE OF EDUCATION FOR ALL INDIVIDUALS

B-1. Improvement of Instruction. The National Education Association believes that a prime responsibility of professional associations is to stimulate significant improvements in the quality of instruction. The primary authority to make educational changes should lie with the teachers through their influence and involvement in democratic decision making in and out of the school.

The Association supports the principle of involving its National Affiliates, Associated Organizations, and Departments in efforts to improve instruction in our schools.

The Association urges local affiliates to involve members and those affected in the development and implementation of programs for instructional improvement, curriculum development, and individualization of instruction relevant to the needs of the students.

The Association endorses affirmative action plans that establish procedures and timetables for eliminating racism and sexism in the curriculum.

The Association recommends that professional educators enter into active collaboration with research and development specialists, both in regional educational laboratories and in industry, to promote technology's potential contribution to education by guiding the development of technology in the most educationally sound directions. It encourages school systems to establish learning materials centers.

The Association further recommends that the profession, in cooperation with other interested groups, establish standards for educational materials, and insist that publishers and producers use the services of a competent educational institution or facility to field test, in actual classroom situations, such materials, and publish the results of their effectiveness. (69, 70, 71, 74)

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Delete paragraphs 2 and 3 to update.

B-2. Bilingual-Multicultural Education. The National Education Association supports appropriate federal legislation and it urges its affiliates to seek state legislation that requires bilingual-multicultural education according to the need.

The Association believes that the legislation must provide the funds necessary to prepare teachers and other school personnel through appropriate pre-inservice programs and to develop and utilize teaching materials and other resources. (69, 72, 73, 74)

***B-2. Bilingual-Multicultural Education.** The National Education Association supports appropriate federal legislation and it urges its affiliates to seek state legislation that requires bilingual-multicultural education according to educational need.

The Association believes that the legislation must provide funds to expand current multicultural and language programs, including those for teacher preparation, necessary to provide equal opportunity to all students in the public schools. (69, 72, 73, 74, 75)

Revised last paragraph to clarify and add new concepts.

B-3. Health of Children. The National Education Association recognizes that the total environment, including home, school, and community affects the mental, emotional, and physical health of children.

The Association believes that a wholesome environment is essential for the proper education and growth of children. It urges its affiliates to support programs which would—

a. Promote educational programs for parents to improve home atmosphere.

b. Inform parents of the availability of discount buying through the federal Food Stamp Program and assist them to understand its eligibility requirements.

c. Provide special preventive services in the schools to detect impend-

**The figure in parentheses after each continuing resolution refers to the year the resolution was adopted or changed in some way.

ing difficulties early.

d. Improve educators' understanding of child growth and development to ensure the provision of a climate in the school conducive to good health.

e. Strengthen and improve the enforcement of child abuse laws.

f. Provide increased utilization of teachers, pupil personnel, and health service staffs, and students in team efforts to resolve the causes of mental, emotional, and physical problems of children.

g. Provide comprehensive schools and community health facilities and federal health plans to meet the needs of children. (69, 70, 71, 72, 74)

B-4. Pupil Personnel Services. The National Education Association urges that pupil personnel services, including counseling, social work, health, speech, and psychological services, be increased, and established where they do not now exist. The Association also urges that pupil personnel services be stressed at the elementary level, since behavioral and attitudinal patterns are established at an early age. (69, 71, 74)

B-5. Conversion to the Metric System. The National Education Association believes that a carefully planned effort to convert to the International System of Units (SI metric system) is essential to the future of American industrial and technological development and to the evolution of effective world communication. It supports federal legislation that would facilitate such a conversion.

The Association urges that the SI metric system of weights and measures be taught at all educational levels to assure the orderly transition to the use of the SI metric system as a primary system. (69, 70, 71, 74)

B-6. Moral and Ethical Values. The National Education Association believes that an understanding of the American heritage and the traditional values of the American way of life is a primary goal of teaching and learning in the public schools.

The Association urges that schools make every effort to develop in school-age citizens, through curriculum, programs, and activities, a capacity for moral judgment and a sense of responsibility in both the public and the private spheres.

The Association recommends that all educators emphasize, through their professional activities inside and outside the classroom, the application of moral and ethical values. (69, 72, 74)

B-7. Basic Financial Support. The National Education Association believes that to achieve the Association's commitment to Education in America, and to assure fair tax practices for all citizens, public education must be supported from public tax sources in accordance with the following principles:

a. The federal share of financing public education must be at least one-third the total cost.

b. The state and local share of finance must be derived from a tax system which is balanced and complementary in nature, includes all broad-based taxes, reduces the excessive reliance on property taxes, and protects subsistence income.

c. Restrictive limits must not be imposed on school budgets, and long-term borrowing.

d. The amount of federal and state support must be generally predictable for long-range planning, and be specifically predictable for year-to-year planning.

e. Support programs must make adequate provision for research, and development, and for promoting improvements in educational practice.

f. Local governing boards must be fiscally independent.

g. A process of continuing tax revision must be established at all levels of government.

h. The process of tax administration must be subject to continuing review. (69, 70, 72)

B-8. Federal Support of Public Education. The National Education Association seeks general federal support for the whole of public elementary and secondary education. It believes that federal monies must be expanded solely for public education. It seeks federal support in line with the following principles:

a. The Federal share of the costs of public elementary and secondary education must be at least one-third.

b. Federal funds must be allocated without federal control for expenditure and be suballocated by state education agencies.

c. The amount of aid must be generally predictable for long-range planning and specifically predictable for year-to-year planning.

d. Present programs of specific aid must be expanded and improved by consolidation and simplification of administration.

e. Public funded services for nonpublic school students must be strictly limited to medical and dental care, public welfare programs, school lunch and milk programs, and public safety services such as fire and police protection, which are budgeted and administered through the appropriate public agencies.

f. Federal legislation must comply with civil rights statutes, be consistent with the constitutional provision respecting an establishment of religion, and provide for judicial review as to its constitutionality.

The Association will oppose any bill which includes provisions in federal legislation to provide funds, goods, or services related to the instructional process for nonpublic schools or nonpublic school students. (69, 70, 72)

B-9. Education in Correctional and Rehabilitation Agencies. The National Education Association will provide legislative and professional support to its members teaching in federal, state, and local correctional and rehabilitation institutions, in hospitals, and in other custodial agencies. The Association will assist its members in improving the standards of instruction in these institutions. (73)

75-7. Sex Education. The National Education Association believes that sex education that provides children and youth with information appropiate to their age is basic to healthy, well-adjusted mental attitudes. It also believes that the public school must assume an increasingly important role in providing this instruction and that teachers must be qualified to teach in this area.

The Association urges that courses in sex education be developed with care and that classroom teachers who teach the courses be legally protected from irresponsible censorship.

The Association urges its affiliates and members to support appropriately established sex education programs, including information on venereal disease.

75-8. American Indian Education. The National Education Association recognizes that the complexity and diversity of needs of American Indian children require the direct involvement of Indian parents, Indian teachers, tribal leaders and other Indian groups in developing adequate and equal educational programs which preserve the rich heritage of Indian culture.

The Association insists that federal funding for Indian education be expanded to effect necessary improvements. The Association supports the movement toward self-determination by Indians and insists that such programs be voluntary. The Association opposes termination of federal support for Indians either as a direct or indirect result of efforts to extend Indian self-determination.

The Association directs that programs be developed which provide for:

a. Involvement of Indian parents and communities with the public schools in developing programs for the improvement of the education of Indian children.

b. Indian control of schools attended solely by Indian children and participation in the governance of schools attended by Indian students.

c. Ethnic studies in colleges of teacher education.

d. In-service education dealing with cultural pluralism, the teaching of American Indian heritage and culture.

e. Assistance to local and state associations in meeting the educational needs of Indian students.

f. Substantial participation by Indians in NEA conferences and leadership training programs.

g. Coordination with existing Indian organizations and concerned agencies, and aid in the dissemination of information and programs relating to the cultural background and history of the American people.

h. Promotion of teaching as a career among Indian youth.

i. Higher education opportunities for all Indian students.

j. The direct American Indian involvement in lobbying efforts in Washington, D.C.

The Association recommends subsidization or free tuition for Indian students in state colleges and universities, extension of scholarships in graduate as well as undergraduate education, and Indian involvement in developing multicultural learning centers at higher education institutions.

75-9. Drug Dependency. The National Education Association is concerned about the individual and societal problems which underlie psychological and physiological drug dependency by both children and adults. It recognizes the need for improved educational programs about drugs and for the uniform categorization of drugs including alcohol. It urges its affiliates to support legislation leading to the standardization of drug laws and improve the drug rehabilitation program.

The Association discourages the use of marijuana and believes that severe penalties for its production, distribution, and sale should be strictly enforced. Penalties for private possession and use should be less stringent.

75-10. Vocational and Career Education. The National Education Association believes that preparation of children for careers, vocations, and productive jobs should be a basic policy of education. Educational programs should be developed for all children which will assure equal opportunity for career and occupational development. A continuing program for training, retraining, advancement, and promotion should be provided to out-of-school youth and adults.

The Association also believes a goal of education is to provide all individuals, preschool through adulthood, an opportunity to become effective, productive citizens. The career education concept must be interwoven into the total educational system to achieve this goal. The Association supports vocational and technical education as a major component of career education and further supports incorporation of these components into traditionally academic courses.

The Association will seek legislation to provide a comprehensive national manpower development policy, as the basic foundation for vocational and career education, with appropriate funding to provide instruction and practice in the Practical Arts and Sciences and Adult Basic Education to a minimum of eighth grade competence, and to improve the presently inadequate and underfinanced programs and facilities. The Association supports legislation to provide open funding of stipend education to migrant families through any local manpower office according to need. The Association supports legislation to provide total funding of Adult Basic Education for migrants in any state. It will also assist its affiliates in implementing similar programs and legislation.

75-11. Chicano Self-Determination in Education. The National Association recognizes that the complexity and diversity of needs of Chicano children require the direct involvement of their parents in developing an adequate and equal educational program which reflects and is responsive to their learning and cultural characteristics and promotes the preservation of their heritage and culture.

In school districts enrolling Chicano students, the Association urges the employment of bilingual visiting teachers and counselors to meet Chicano student needs.

The Association supports federal and state programs that directly enhance the educational opportunities of Chicano children in their quest for educational self-determination. It recommends federal and state grants and scholarships that will facilitate the entry of Chicanos into the teaching profession.

The Association further recognizes and will aggressively pursue the realization of the responsibility of state and local education agencies to develop and implement programs which respond to the cultural, including language, characteristics of Chicano children regardless of the availability of federal funds.

75-12. Student Rights and Responsibilities. The National Education Association believes that basic student rights include: the right to free inquiry and expression; the right to due process; the right to freedom of association; the right to freedom of peaceful assembly and petition; the right to participate in the governance of the school, college, and university; the right to freedom from discrimination and the right to equal educational opportunity.

The Association believes that each of these rights carries with it a comparable responsibility.

75-13. Positive Discipline. The National Education Association believes that an atmosphere of positive discipline is essential to promoting optimum learning in the school. The Association recognizes the concern for the discipline problem.

The Association also believes that local affiliates should negotiate a process which will safeguard the concerns of the profession in identifying disruptive behavior and a process for prescribing, implementing and evaluating procedures which will reduce and correct disruptive behavior. The Association encourages its affiliates to negotiate support services for teachers.

Local affiliates should consider the development of public alternative schools or programs different from the traditional pattern and should work for community acceptance of varied educational methods.

The Association acknowledges the need for research which will identify effective discipline techniques. This research should serve as the basis for guidelines for publication.

The Association will represent the teacher's right to maintain positive discipline in the school in any court cases in which the Association is involved.

75-14. Exceptional Student Needs. The National Education Association recognizes that there must be increased development of educational programs to meet the needs of several groups of students. Among these groups are: displaced students of desegregated districts; push outs; the disruptive student; the disabled reader; the physically handicapped, including the speech and hearing impaired; the gifted and creative; the low ability; and those who do not qualify or have no desire to pursue a college program.

The Association urges increased support for the identification of these students, multi-sensory in-service training of educators, and provision for development of programs at the local, state and national levels. The Association further supports the efforts of its affiliates to negotiate and legislate for the training and hiring of an increased number of teachers with education in special areas.

75-15. Child Care Services. The National Education Association urges the enactment of federal legislation to assist states and local communities in providing child care services, including early child development programs, health services, public community centers for the retarded and seriously handicapped, and family counseling. Such programs must provide for maximum involvement of educators and parents at the operational as well as the administrative level.

The Association should establish standards for child care facilities and certification standards for professional child care personnel and seek their adoption by state agencies.

75-16. The Sensory Impaired Student. The National Education Association recognizes that hearing and visually impaired children have not been fully integrated into the public schools. The Association urges that comprehensive communications programs be established within the schools for teaching the sensory impaired. It recommends that the necessary equipment and specialized personnel be provided and that such programs be funded at the state level.

The Association will seek legislation to provide programs and funding which will guarantee sensory impaired students the right to a free public school education.

75-17. Communication with the Deaf. The National Education Association believes that the lack of communications between the hearing and the deaf has seriously detracted from the potential of a broadly distributed group to contribute fully to our total society—a mutual loss to all citizens. It is a tragic waste of human resources to have a significant proportion of the population effectively isolated by a society that does not comprehend lipreading and the language of signs.

The Association recommends that the langauge of signs be included as a relevant part of a total communication program for hearing students in elementary and secondary schools, colleges, and adult education.

The Association urges all schools and other community organizations to actively encourage the participation of deaf children and adults in their regular programs; and shall encourage federal, state, and local governments to expand their programs for more complete integration of the deaf into our society.

75-18. Child Abuse. The National Association believes that all children should be protected from child abuse and that educators are in a position to observe and recognize abuse which has been inflicted on children.

The United Teaching Profession should cooperate with community organizations to increase public awareness and understanding of child abuse.

The Association urges its affiliates to seek the enactment of state and local legislation that would (a) provide educators reporting suspected child abuse immunity from legal action, and (b) require educators to report to the appropriate authorities instances of suspected child abuse.

75-19. Federal Impacted Aid. The National Education Association is especially concerned about inadequate funding to maintain quality education for children in school districts impacted by federal activities and installations. A financial crisis exists in many impacted areas because of insufficient, temporary, year-to-year appropriations.

The Association directs its officers and staff to obtain a permanent solution to the financial problems of the severely impacted school districts.

75-20. Youth in Detention Centers. The National Education Association believes that youth in detention centers must be provided educational programs that will enable them to become contributing members of society. Teachers of these youth must be prepared to provide instruction in life skills and learning skills.

75-21. Extracurricular Funding. The National Education Association believes that at all educational levels students who wish to participate in athletic programs and students who prefer to participate in other types of extracurricular programs must have equal opportunity to participate in funded extracurricular activities.

The Association urges that funds for extracurricular activities, including funds allocated for facilities, equipment, and remuneration of staff, be equitably allocated between athletic and non-athletic extracurricular programs.

C. PROMOTE PROFESSIONAL EXCELLENCE AMONG EDUCATORS

C-1. A Certified Educator in Every Professional Position. The National Education Association believes that all educators must have the knowledge and skills necessary to perform their duties.

The Association insists that professional positions, including specialized positions, be filled by an educator holding the appropriate certificate and that there be interstate certification reciprocity for mobile teachers.

The Association will resist any attempts to diminish the quality of learning or services through the elimination of teaching positions or through the revision of school staff management under the guise of improving educational opportunity. (69, 70, 71, 72, 73, 74)

C-2. Evaluation and Subjective Ratings. The National Education Association believes that it is a major responsibility of educators to participate in the evaluation of the quality of their services. To enable educators to meet this responsibility more effectively, the Association calls for continued research and experimentation to develop means of objective evaluation of the performance of all educators, including identification of (a) factors that determine professional competence; (b) factors that determine the effectiveness of competent professionals; (c) methods of evaluating effective professional service; and (d) methods of recognizing effective professional service through self-realization, personal status, and salary.

The Association believes that teachers and other professionals should evaluate supervisory and administrative personnel, and school board members.

The Association also believes that evaluations should be conducted for the purpose of improvement of performance and quality of instruction offered to pupils, based upon written criteria and following procedures mutually developed by and acceptable to the teacher association, the administration and the governing board.

The Association insists that the evaluation program must recognize the rights of the educator who is evaluated. These include the right to:

a. Information concerning the evaluation procedure of the school district or institution.

b. Open evaluation without subterfuge and with advance notice of evaluation visits with discussion of the teacher's goals and methods.

c. Evaluation by peers skilled in the teacher's professional or subject area and selected from a list established by the local affiliate.

d. Consultation in timely fashion after a formal evaluation visit and receipt and opportunity to acknowledge in writing any formal evaluation report prior to placement in a personnel file.

e. Evaluation reports which assess strengths, note progress, indicate remaining deficiencies and suggest specific measures the teacher can take to overcome indicated deficiencies.

f. Participation in a professional development program including such activities as appropriate counseling and supportive services, released time for in-service work, and opportunity to observe or seek and give assistance to other teachers in classroom settings other than one's own.

g. Access to and review of all items in personnel records; opportunity to attach a written response; and access to a procedure to remove inappropriate, derogatory, or unsubstantiated material. Anecdotal records to be included must be reduced to writing within 30 days of the incident documented. Statutory guarantees should assure these rights.

h. Supervision which is constructive, provides an opportunity to correct deficiencies, takes into account the variety of learning and teaching environmental factors, and emphasizes career development of the professional educator.

The Association believes that examinations such as the National Teacher Examination must not be used as a condition of employment or a method for evaluating educators nor should the evaluation of students taking assessment tests be used for purposes such as salary, tenure, retention, or promotion. (69, 70, 72, 73, 74)

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New concept in "a."

C-3. Accreditation of Teacher Preparation Institutions. The National Education Association believes in the importance of national accreditation for all teacher preparation institutions and supports the concept that a single national non-governmental agency perform this function.

The national agency must be broadly representative of the teaching profession and must include equitable representation of K-12 teachers in all matters of policy and function. (69, 72, 73)

C-4. Time To Teach. The National Education Association believes that "time to teach" refers not only to those hours during which an educator is actually teaching but also applies to those conditions that contribute to the student-teacher relationship. These include a reasonable, carefully defined work load, including a duty-free lunch period, time for planning and elimination of the noninstructional tasks required of a teacher.

Class size and the number of instructional periods taught each day must be adjusted to the particular learning process involved to allow individual attention to each pupil when that is the required mode of instruction. The ratio of the professional personnel serving students should be at least 60 professional staff members per 1,000 students, not including paraprofessionals. (69, 74)

75-22. Teacher Education. The National Education Association believes that teachers and students preparing to teach must be directly involved in evaluating and improving the standards for teacher preparation and certification. The Association insists that teacher involvement is necessary in planning and implementing quality teacher education programs.

Teacher educators must be certified and experienced in their instructional areas.

The Association also believes that preprofessional practicum experience is an essential phase of teacher preparation. The responsibility for the practicum experience must be shared by the public schools, the institutions that prepare teachers, and professional associations.

The Association urges its affiliates to—

a. Take immediate steps to evaluate and improve standards for entrance into the teaching profession.

b. Critically assess current college and university programs of teacher education and make specific recommendations for changes.

c. Support inclusion of training in the dynamics of intergroup communication and human relations courses in requirements for certification and the provision for inservice workshops in these areas for experienced teachers and administrators.

d. Support legislation providing legal status and liability protection for student teachers.

e. Develop guidelines for qualifications of cooperating teachers and college coordinators of student teachers.

f. Support inclusion of instruction in school law and in the values, ethics, responsibilities, and structure of professional teachers organizations.

g. Support the teaching of methods courses by teachers currently employed in elementary and secondary schools.

h. Formulate standards for school systems receiving student teachers. Supervising or cooperating teachers in a student teaching program should have reduced teaching loads and be given a minimum established compensation.

i. Take immediate steps to improve the selection of persons entering the profession through more effective screening of applicants for the preprofessional practicum.

j. Offer guidance to teacher preparation institutions to prepare teachers in numbers consistent with projected need for teacher positions.

75-23. Teachers' Centers. The National Education Association recognizes the need for the continuing career development of educators and supports in-service training and the concepts of teachers' centers.

The Association also believes that it is a prerogative and responsibility of any professional group to continually improve its knowledge and skills, and to govern the process through which this goal is accomplished.

The concept of teachers' centers, to be effective, must assure that the center will be autonomous and governed exclusively by teaching practitioners.

75-24. Competency Based Programs. The National Education Association believes that competent teachers employ the most appropriate processes known for the promotion of learning. The Association also believes that competency based programs for pre- and in-service teacher education and teacher evaluation must be based on many factors some of which the teacher cannot control. It opposes models that prescribe single, limited definitions of competence that reduce the process of teaching to mechanical, non-professional acts, or that seek to measure teacher competence on the basis of student achievement.

75-25. Teacher Exchange Programs. The National Education Association believes that education will benefit if teachers participate in exchange programs in various cultural, educational, and geographic environments.

The Association encourages its affiliates to cooperate with governing boards to develop voluntary exchange teacher programs among the states, schools of federal agencies within and outside the United States, and abroad.

D. RECOGINITION OF THE BASIC IMPORTANCE OF THE TEACHER IN THE LEARNING PROCESS

D-1. Paraprofessional and Auxiliary Personnel. The National Education Association urges local school systems to provide classroom teachers with a supportive staff to free the teacher from nonteaching duties. The Association also urges its affiliates and local school systems to become involved in the recruitment, orientation, and training of paraprofessional and auxiliary personnel.

The Association calls upon its local affiliates to resist efforts by school boards to use the employment of paraprofessional and auxiliary personnel as an excuse to increase class size.

The Association condemns the practice of assigning paraprofessionals who hold teaching certificates to professional assignments without changing their status on salary schedules commensurate with the new assignment. The Association urges its local affiliates to negotiate for the payment of the appropriate professional salary to paraprofessionals holding teaching certificates during the time they may be assigned professional duties. (69, 70, 72)

D-2. Selection of Materials. The National Education Association believes that decisions on which school learning experiences will develop a student's talents are best made by a teacher who knows the learner. Teaching quality depends on freedom to make such decisions. Teachers must select instructional materials without censorship. Challenges of the choice of instructional materials must be orderly and objective, under procedures mutually adopted by professional associations and school boards.

The Association urges its affiliates to seek the removal of laws and regulations which restrict the selection of a diversity of instructional materials or which limit educators in the selection of such materials. (69, 71)

D-3. Cultural Diversity in Instructional Materials. The National Education Association believes that educational materials should portray our cultural diversity and the contributions of ethnic minority groups. Ethnic minority teachers must be involved in selecting such materials, and in preparing teachers for their use.

The Association recognizes that additional instructional materials chosen for classroom and libraries may rightfully contain a number of points of view to allow students to become familiar with the attitude and recommendations from various segments of the literary world. The Association also acknowledges that many contemporary texts related to ethnic minority groups do not portray a realistic concept of their life styles but convey a negative self-concept to the ethnic minority students. (69, 72, 73)

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The Association believes that educators should adopt and use only those basal texts and other educational materials that include accurate portrayals of the role of ethnic minorities in the past, present and future educational processes. (69, 72, 73, 75)

Revised to update.

D-4. Academic Freedom. The National Education Association believes that academic and professional freedom is essential to the teaching profession. Controversial issues should be a part of instructional programs when judgment of the professional staff deems the issues appropriate to the curriculum and to the maturity level of the student. Academic freedom is the right of the learner and his teachers to explore, present, and discuss divergent points of view in the quest for knowledge and truth.

Professional freedom includes the teacher's right to evaluate, to criticize, and to advocate his personal point of view concerning the policies and programs of the schools. The teacher also has the right to assist colleagues when their academic or professional freedom is violated. (69)

E. PROTECT THE RIGHTS OF EDUCATORS AND ADVANCE THEIR INTEREST AND WELFARE

E-1. Physical Environment for Learning. The National Education Association believes that the physical environment for learning must keep pace with the growth in the number of students and the change in methods of teaching and of presenting instructional materials. Schools must be safe, healthful, and attractive. Instructional space must be flexible. Instructional materials and equipment must be provided in sufficient variety to serve all students. (69)

E-2. Professoinal Salaries. The National Education Association believes that salary policies should be based on clearly defined factors that are applicable to salaries for all professional services. Educators should not be required to perform extra duties without extra pay. No professional position should be overlooked in the establishment of such policies.

The Association also believes that local affiliates can best promote the economic welfare of all educators by following the salary standards developed at the state and national levels. (69, 70, 72, 73, 74)

E-3. Tax Deductions for Professional Expenses. The National Education Association believes that educators must continuously develop professionally and that expenses incurred to do so are professional expenses and must be uniformly deductible from gross income in the computation of federal and state income taxes. Included in such deductible expenses are those incurred on sabbatical leave or for educational travel when they satisfy employers' requirements for the maintenance and improvement of teaching skills. (69, 74)

E-4. Teacher Retirement. The National Education Association shall provide leadership in teacher retirement and believes that a retirement program for teachers includes—

a. Soundly financed retirement systems.

b. Benefits, after 20 years of service, from state and local systems of at least 50 percent of the highest single year's rate of salary; eligibility for disability after 5 years of service.

c. Full vesting in state and local systems after not more than 5 years of service and provisions granting teachers the opportunity to equitably purchase at least 10 years of lost out-of-state teaching credits.

d. Automatic cost-of-living benefits in locals, state and national systems.

e. A joint federal-state program to provide those who have taught in two or more states, or in the Overseas Dependents School System, or other government schools, with benefits substantially the same as they would receive if they retired after a career in one state.

The Association urges its affiliates to support state statutes compatible with the Federal Mobile Teachers Retirement Assistance Act or any program providing comparable portability coverage and pledges its assistance in preparing and promoting such legislation.

f. Full federal funding and equitable administration in the granting of teacher retirement credit for military service.

g. Benefit provisions in all systems which do not discriminate on the basis of sex or marital status.

h. Opportunity to purchase retirement service credit for periods of maternity or paternity leave.

i. Retirement credit for unused sick leave.

j. Social Security where desired by eligible teachers and providing that teachers are notified in advance if a governmental unit plans to terminate coverage. A method permitting terminated employees to re-enter the system. Retirement benefits not reduced by some part or all of a teacher's social security benefits. The Association believes the retirement age under social security should be reduced.

k. Pre-retirement counseling.

l. Retirement housing facilities for teachers.

m. Teachers' contributions and benefits that are not subject to federal income taxation.

n. Annual financial statement distributed to all members. (69, 72, 73, 74)

E-5. Nondiscriminatory Personnel Policies. The National Education Association believes that personnel policies and practices must guarantee that no person be employed, retained, paid, dismissed, or demoted because of race, color, national origin, religious beliefs, residence, political activities, professional association activity, age, marital status, family relationship, sex, or sexual orientation.

The Association urges governing boards to employ minority persons and women at all administrative levels.

It may be necessary to give preference in the hiring, retention, and promotion policies to certain racial groups or women or men to overcome past discrimination. (69, 71, 72, 73, 74)

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Added "physical disability" to paragraph 1.

E-6. Professional Negotiation and Grievance Procedures. The National Education Association believes that local affiliates and governing boards must negotiate written master contracts. Such contracts shall result from negotiation in good faith between associations and governing boards through representatives of their choosing, to establish, maintain, protect and improve terms and conditions for professional service and other matters of mutual concern, including a provision for agency shop.

Grievance procedures shall be provided in the master contract with definite steps to appeal the application or interpretation of the contract. Binding arbitration shall be a part of the grievance procedure.

The Association also recommends that state affiliates seek statutory penalties for governing boards that do not bargain in good faith or do not comply with negotiated contracts.

The Association seeks the enactment of a federal professional negotiation law and urges its affiliates to seek state negotiation legislation substantially equivalent to the federal statute. (69, 70, 71, 72, 73)

E-7. Written Personnel Policies. The National Education Association insists that personnel policies be written and be developed cooperatively by local associations and boards of education. The Association further insists on a cooperative annual review for improvement of the personnel policies. Where it exists, improvements will be made through the negotiation process. (69, 72)

E-8. Continuing Employment and Dismissal Practices. The National Education Association believes that federal and state laws must provide for the continuing employment of educators.

The Association also believes that provisions in federal and state laws and master contracts must afford educators, before demotion, dismissal, or nonrenewal of contract for good and just cause the following:

a. Timely and adequate notice of hearings, including a statement of charges.

b. A fair hearing with opportunity to confront and cross-examine witnesses and to present argument and evidence in defense.

c. Representation by legal counsel.

d. A decision based upon the evidence adduced at the hearing, with a statement of the reasons for the decision and evidence relied upon by an impartial decision maker.

The Association urges its affiliates to seek the inclusion of these provisions in federal and state laws and master contracts and will support its affiliates in such efforts.

The Association opposes tenure quotas. (69, 70, 74)

E-9. Privileged Communications. The National Education Association believes that communications between certified personnel and students must be legally privileged. It urges its affiliates to seek legislation that provides this privilege and protects both educators and students.

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Changed "its affiliates" to "the United Teaching Profession."

E-10. Fringe Benefits. The National Education Association believes that to attract and retain competent staff, school systems must provide fringe benefits comparable to those of other professions and occupations requiring similar preparation and responsibility. These programs should include the items recommended in the Association's guidelines for fringe benefits. (69)

E-11. Strikes. The National Education Association believes that the chances of reaching voluntary agreement in good faith are reduced when one party to the negotiation process possesses the power to use the courts unilaterally against the other party.

The Association recommends several precedures to be used in resolution of impasse, such as mediation, fact-finding, political action, and strike if conditions make it impossible for teachers to provide quality education. In the event of a strike by professional employees, extra-curricular and co-curricular activities must cease. Appropriate teacher training institutions should be notified that a strike is being conducted.

The Association also believes that when a teacher picket line is established by the authorized bargaining unit, crossing it is strike breaking and unprofessional and jeopardizes the welfare of teachers and the educational process. The Association denounces the practice of keeping schools open during a strike.

The Association condemns the jailing of teachers, excessive bail, and fines in school work stoppages. The Association urges the state and federal governments to enact, where they do not exist, statutes guaranteeing teachers due process of the law

when a work stoppage occurs, including the right to present their case to the state courts, before back-to-work orders are issued. (69, 70, 71, 73, 74)

***E-12. Educators and National Service.** The National Education Association urges that the Selective Service System delay to the end of the school year the induction of any educator who is drafted during the year.

An educator whose career is interrupted because he or she is drafted, or called to active service by the National Guard or the reserves, or who volunteers to fulfill a military obligation, should be guaranteed reemployment and other benefits that would accrue if the educator continued in a position with the school system such as continued tenure, salary increments, and service credit toward retirement. (69)

Delete. Out of date.

75-26. Salary Goals. The National Education Association insists that a professional salary schedule for faculty member should:

a. Be based upon preparation, experience, professional growth and length of service.

b. Have structural continuity through the use of an index or percentage guide.

c. Be revised by methods that prevent deterioration in the ratios of maximum salaries, experience increments, and preparational differentials.

d. Provide scheduled minimum salaries which are competitive with beginning salaries paid to college graduates entering business and industry and adjusted annually through negotiated contracts which result in a doubling of the current annual minimum salary within ten years of faculty experience.

e. Provide a differential of 15% or more between the scheduled minimum salary for the bachelor's degree and master's degree scales.

f. Have automatic annual increments for experience which are in no case less than 10% of the bachelor's degree minimum.

g. Establish salary credit for intermediate preparation levels between full year schedules to encourage academic advancement.

h. Assure that initial placement, advancement on the salary schedule, and promotions are based on objective criteria to eliminate the disparities which currently exist among faculty members of comparable preparation, experience and length of service.

i. Place newly appointed faculty on step according to their teaching experience, allowing full credit for all previous service.

j. Be applied in actual practice in an equitable manner so that teachers are not penalized in changing assignments.

k. Permit no discrimination as to grade or subject taught, residence, creed, race, sex, marital status, or number of dependents.

l. Be developed through the process of professional negotiation.

m. Compare favorably with income in other professions and occupations of comparable preparation and responsibility.

n. Provide a starting salary of $15 000 for a qualified beginning teacher with a bachelor's degree and advance to $34.500 with a master's degree or equivalency within 10 years.

o. Include a cost of living adjustment, based upon consumer price index, which is in addition to regular pay scale and payable to the employee.

The Association further urges its affiliates to seek repeal of laws limiting maximum salaries for educators.

75-27. Access to Copyrighted Instructional Materials. The National Education Association believes that maximum access to teaching materials is of vital concern to every teacher. It recognizes that the present copyright law provides for two parallel sets of rights—the rights of those who create such materials to profit from their efforts and the rights of those who teach to use those materials in teaching.

The Association insists that the public interest requires that the copyright law include an expanded "Not-for-profit" clause coupled with a fair use provision to guarantee to teachers and educational institutions use of copyrighted materials, recognizing a limited right to copy and record such materials for nonprofits educational purposes, including educational broadcasting and technology.

The Association further insists that the duration of copyright not be extended beyond the present term of 28 years with a 28-year renewal period.

75-28. Accountability and Assessment. The National Education Association recognizes that the term "accountability," as applied to public education is subject to varied interpretations. The Association maintains that educational excellence for each child is the objective of the education system. The Association believes that educators can be accountable only to the degree that they share responsibility in educational decision-making and to the degree that other parties who share this responsibility—legislators, other government officials, school boards, parents, students, and taxpayers—are also held accountable.

The Association will resist any attempt to transform assessment results into a national or state testing program that would seek to measure all students, teachers, or school systems by a single standard and thereby impose upon them a single program, rather than providing opportunities for multiple programs and objectives. The Association believes that specific behavioral objectives should not be used as course objectives, nor as a basis for determining accountability.

75-29. Recording Devices in Schools. The National Education Association encourages the creative and innovative use of television, video tapes, and audio tape recording devices for improving instruction and for self-evaluation of professional competence.

The Association insists that the recording of the work of any educator without the person's permission and the use of recordings for evaluation and rating purposes must be prohibited.

75-30. Differentiated Staffing. The National Education Association believes that no differentiated staffing plan should be undertaken or continued unless (a) local affiliates act in full partnership in the study of differentiated staffing and are accepted as full partners with their administrations in the consideration, design, authorization, implementation, evaluation, and continuation of any plan of differentiated staffing; (b) the responsibilities of certificated and non-certificated staff are defined by certified staff; (c) the community is kept informed and its cooperation sought; and (d) funding is at a level to ensure the maintenance of constructive teaching loads and adherence to the Association's principles for professional salaries.

The Association is aware of the misuse of differentiated staffing plans and will assist its affiliates in correcting such abuse.

75-31. Education in Bureau of Indian Affairs. The National Education Association supports the efforts of the National Council of Bureau of Indian Affairs Educators to achieve quality education for Indian children. The Association urges and will support a change in BIA policies to provide BIA teachers the rights accorded other educators.

75-32. Protection of Educators. The National Education Association and its affiliates shall work together to insist upon development and enforcement of laws that guarantee the safety of educators from physical attacks on their persons or property, and that provide reimbursement for loss.

The Association will also develop guidelines for action leading to prevention of verbal abuse of educators by any individuals. Educators must take the responsibility to call attention to such cases so that appropriate action may be taken.

The Association believes that the local association must have the right to reflect the concerns of the profession at a student suspension or expulsion hearing.

The Association urges its affiliates to cooperate with juvenile court systems to secure strict enforcement of juvenile law in cases involving disturbances in the public schools.

75-33. Employment in Overseas Dependents Schools. The National Education Association believes that the overseas dependents schools operated by the Department of Defense should adopt employment practices consistent with the Association's established policies and the guidelines of the Department of Defense for stateside recruitment of overseas teachers.

The Association urges the Department of Defense to discontinue staffing overseas dependents schools with teachers on a temporary basis.

The Association believes that full rights and benefits should be provided to teachers who are employed overseas locally in emergencies.

75-34. Unemployment Compensation. The National Education Association supports the inclusions of educators in unemployment compensation legislation at the state and federal levels.

75-35. Administrators' Dues. The National Education Association urges its affiliates to seek legislation to prohibit the use of tax monies to pay membership dues in associations for administrators.

F. SECURE PROFESSIONAL AUTONOMY

F-1. Professional Autonomy. The National Education Association believes that the profession must govern itself. Members of the profession, through professional standards boards and professional practices commissions, must set and enforce standards of license, practice, ethics, and competence. (69)

G. UNITE EDUCATORS FOR EFFECTIVE CITIZENSHIP

G-1. The Educator as a Citizen. The National Education Association believes that every educator has the right and obligation to be an informed and politically active citizen. It supports voter education to alert new voters of voting laws and procedures, and key political issues. It urges local affiliates to seek written governing board policies to guarantee educators their political rights, including registering and voting, participating in party organizations, performing jury duty, discussing political issues publicly, campaigning for candidates, contributing to campaigns of candidates, lobbying, organizing political action groups, and running for and serving in public office. Provisions should be made to enable educators to serve in public office without personal loss and without curtailment of annual increments, tenure, retirement, or seniority rights.

Major decisions affecting schools and colleges are made by elected officials or their appointees. Therefore, the Association believes that it is the duty and responsibility of educators to involve themselves in the selection, election, and reelection of qualified, committed candidates who support the established goals that will provide quality education. (69, 72)

75-36. One-Person-One-Vote. The National Education Association believes that the principle of one-person-one-vote must apply at all levels of government including the election of the President of the United States.

75-37. The Right To Know. The National Education Association recognizes that the survival of a constitutional representative democracy is inherently dependent upon an informed electorate.

The Association therefore commits itself to protect the right of its members both as voters and as educators of future voters, to be informed by their government to the fullest extent on all domestic and foreign policy, duly observing obvious national security interests.

H. PROMOTE AND PROTECT HUMAN AND CIVIL RIGHTS

H-1. Integration in the Public Schools. The National Education Association believes it is imperative that full integration of the Nation's schools be effected.

The Association recognizes that acceptable integration plans will include affirmative action programs and a variety of devices such as geographic realignment, pairing of schools, grade pairing and satellite schools. Some arrangements may require bussing of students in order to comply with established guidelines adhering to the letter and spirit of the law.

The Association will assist its affiliates to assure that educators be involved in the development of plans designed to achieve integration. It urges state and federal agencies to provide funds necessary to implement integration programs.

The Association will continue to oppose vigorously the systematic displacement or demotion of Black teachers and administrators to achieve integration. It also opposes actions of boards of education to finance integration plans through reduction of school staff. (69, 70, 74)

H-2. Human Relations in the School. The National Education Association believes that improved human relations is essential to the school environment. To improve human relations in schools, the Association calls for—

a. School recruitment policies that will ensure culturally diverse certificated and support staffs.

b. The development of ways to improve police-community and student-police relations through the joint efforts of school, community, and law enforcement agencies.

c. The reduction of the ratio of students to certificated staff to the level teachers determine, in each case, is essential to improved learning.

d. Further research and development of ways to identify, change, and, if necessary, exclude prejudiced personnel who exhibit prejudiced behavior detrimental to the school environment.

e. The training of police in behavioral sciences, sociology, and human relations to encourage an enlightened approach to law enforcement. (72)

H-3. Human Relations Day. The National Education Association believes that the attention of the people of the nation should be focused on the importance of human relations during special activities at least one day each year. It recommends that state associations urge their governors to proclaim January 15 as "Human Relations Day," in memory of Dr. Martin Luther King, Jr. The Association calls up on the President of the United States to proclaim January 15 a national holiday. The Association encourages its affiliates and all school systems to plan observances on this date that will promote goodwill among men. (69, 70)

H-4. Fair Housing. The National Education Association believes that all citizens should be free to reside in the communities of their choice. Local affiliates should lead in breaking down barriers that limit this freedom. (69, 73)

H-5. Equal Opportunity for Women. The National Education Association insists that all persons, regardless of sex, be given equal opportunity for employment, promotion, compensation, and leadership in all activities.

The Association supports the proposed Equal Rights Amendment to the U.S. Constitution, which states: "Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex." The Association urges its affiliates to support ratification of the amendment. It also supports the enactment and full funding of the Women's Education Equity Act.

The Association believes that the Equal Employment Opportunity Commission must have "cease and desist" authority to act in all cases of discrimination based on race, creed, color, national origin, and sex.

The Association urges governing boards and education associations to eliminate discriminatory practices against women in employment, promotion, and compensation. Personnel policies must include maternity leave: paternity leave; leave for adoption of a child; child-care leave; and professional leave, which encourages women to participate in professional growth experiences and to prepare for administrative and executive positions.

The Association further urges professional associations at all levels to adopt policies that ensure women equal access to elective, appointive, and staff positions.

The Association urges the establishment of Women's Education Committees in local and state associations as a vehicle for implementation of equal opportunity for women.

The Association believes that sexism and sex discrimination must be eliminated from the curriculum. (69, 71, 72, 73, 74)

H-6. Civil Rights. The National Education Association is committed to the achievement of a racially integrated society and calls upon Americans to eliminate by statute and practice barriers of race, national origin, religion, sex, age, and economic status that prevent some citizens from exercising rights that are enjoyed by others including liberties decreed in common law, the Constitution, and statutes of the United States. Civil order and obedience to the law must be ensured without abridgement of human and civil rights. Citizens must be assured a speedy and fair judicial process with free legal counsel for those in need. To be effective citizens, individuals must be trained and aided in developing strategies and expertise that will enable them to operate effectively in a democratic society. (69, 70, 72)

H-7. Institutional Discrimination. The National Education Association shall not participate in programs sponsored by organizations which deny membership to certain segments of our society on the basis of race, creed, sex, or ethnic background when such denials are not related to the stated purposes of the organization, nor shall the Association utilize the facilities of such organizations.

The Association urges its affiliates and members not presently holding membership in such organizations to discontinue any involvement with such organizations, and urges that its members not participate in, provide programs to, or join organizations utilizing exclusionary membership.

The Association further urges its members now holding membership in such organizations to work actively from within for the total elimination of such exclusory clauses and to encourage their students to assess their relationship to such organizations. (74)

75-38. Standardized Tests. The National Education Association strongly encourages the elimination of group standardized intelligence, aptitude, and achievement tests to assess student potential or achievement until completion of a critical appraisal, review, and revision of current testing programs.

75-39. Athletic Programs. The National Education Association believes that at all educational levels female and male students must have equal opportunity to participate in athletic programs.

The Association urges that athletic funds for facilities, equipment, and remuneration of staff must be equally allocated between female and male programs.

75-40. Invasion of Privacy. The National Education Association is alarmed at the increasing surveillance of individual citizens by private and governmental agencies and school authorities. The cross-filing and interchange by private and governmental agencies of computerized information includes prejudicial reports on citizens, including students and teachers, descriptions and geographic locations of individuals who petition for redress of grievances, and of those who are involved in civil rights activities.

The Association is opposed to such practices on the part of governmental and private agencies. It is committed to effect the immediate cessation of such surveillance.

75-41. Voting Requirements. The National Education Association urges its affiliates to seek legislation that will provide simplified absentee voting provisions for all election and uniform registration requirements without restrictive residency provisions.

I. THE BENEFITS OF AN INDEPENDENT, UNITED TEACHING PROFESSION

I-1. Strong Professional Associations. The Association believes its status as an independent and professional organization is vital to its members and affiliates. This independence must be safeguarded in any alignment with other organizations. (74)

***I-2. Representation on Bodies of the Association.** The National Education Association shall be represented by a majority of classroom teachers on each of its appointive bodies that are intended to be generally representative of the interests of educators.

In selecting persons to serve, the President or the Executive Committee shall, as terms expire, raise classroom teacher representation to at least 75 percent. Committees created by the Board of Directors shall have at least 75 percent classroom teacher representation.

The Association shall, as vacancies occur, include at least one member of a minority group on each of its appointive bodies. (69, 70, 73)

Delete. Achieved in new Constitution and Bylaws.

I-3. Membership Participation in Associations. The National Education Association believes that every educator has the right and obligation to participate fully in the professional association. It also believes that school policies should provide release time without loss of pay to educators fulfilling leadership responsibilities in professional organizations or attending professional meetings.

1. Minority Concerns The Association and its affiliates shall provide constitutional guarantees for at least proportionate minority membership in every phase of governance. Candidates for position so established must be nominated by the minority group(s) represented. Operational guarantees shall provide for at least proportionate minority representation in staff positions and program development, and for the employment of women in staff positions.

The Association urges its affiliates to establish units to promote minority group involvement in the united profession.

2. Evaluation of Merged Associations. The Association recognizes the need to evaluate the extent to which adopted merger agreements are implemented. Such evaluations should be made using the evaluative criteria established by the Executive Committee including the following:

a. There is compliance with the terms of the merger agreement, in fact and in spirit.

b. There is a procedure available that assures members an effective means to resolve grievances.

c. There is a process that ensures that the unique contributions, history, and flavor of each former organization be retained and be visible in the new merged association.

The Association believes there is a need for systematic evaluation of state and local merger agreements every two years, the findings to be reported to the Representative Assembly. (69, 70, 71, 74)

I-4. Minority Participation in Affiliates. The National Education Association recognizes the need to evaluate the extent to which each of its affiliates not having a merger agreement provides and implements constitutional guarantees for at least proportionate minority participation in every phase of governance.

The Association believes there is a need for systematic evaluation of such state and local affiliates every two years, the findings to be reported to the Representative Assembly. (72, 74)

75-42. Presidential Appointments. The National Education Association believes that the needs of all Americans for education of the highest quality demand that criteria for presidential appointments in the field of education be based on significant accomplishments in the educational community, and that partisan political factors should never be considerations of more than secondary importance.

The Association requests that presidential appointments of federal education officials be made only after screening and approval by a panel of professional educators established by the Association's Board of Directors.

14,000 Will Attend NEA Annual Meeting in Los Angeles

LOS ANGELES—NEA expects over 14,000 delegates and visitors at its 113th annual meeting here July 2-8. Theme this year is "Educational Strategies During Economic Crisis."

A Critical Issues Conference, expected to draw 4,000 to 5,000 preregistered delegates, will precede the business meetings of the Representative Assembly.

Child-care services and entertainment services will be available for delegates to this year's annual meeting. Delegates interested in child care are requested to write for detailed information from the Office of Convention and Conference Management, NEA Center.

On Thursday, July 3, television newsfilm clips highlighting national aspects of educational neglect are scheduled for a 9:30 a.m. videotape presentation featuring basketball star Bill Russell and NEA President James A. Harris.

Vice-President Nelson A. Rockefeller has been invited to address the Critical Issues Conference.

The Friday, July 4, program will be devoted to an international theme and highlighted by actor Danny Kaye and the International Children's Choir. The theme heralds NEA's commitment to the nation's 200th birthday in 1976.

International Theme

Kaye's appearance is in cooperation with the United Nations International Children's Emergency Fund (UNICEF), which spends approximately 90 percent of its budget for educational needs. NEA's bicentennial theme is "A Declaration of Interdependence: Education for a Global Community."

A Film Festival dramatizing the theme of "educational neglect" will run concurrently with a series of "strategy seminars" and a presentation by the United Teachers of Los Angeles (UTLA). Outstanding instructional films are being selected in cooperation with the Committee on International Non-Theatrical Events and the American Film Institute. This portion of the program is intended as an incentive for future quality production and to acquaint delegates with good films available for classroom use.

A program in the main auditorium of the Los Angeles Convention Center by the UTLA will outline a successful community relations project dealing with neglect. The Los Angeles project has been coordinated with the California Teachers Association and NEA.

Strategy Seminars

Delegate materials have already been mailed, including pre-registration forms for those who elect to participate with business and community leaders in working seminars to be held on July 3 only. These "strategy seminars" are expected to develop action plans for coping with the economic crisis for later implementation in local associations and classrooms.

The seminars will supplement and expand upon specific topics first developed at the NEA February Conference on Educational Neglect. These topics will be updated by the morning videotape presentation. Subject areas will include dropouts or pushouts, desegregation, multicultural concerns,

(Continued on next page)

This bicentennial satellite float of a little red school house and satellite antenna will be on display at the Convention Center. It represents NEA's belief that education via satellites offers great promise for expanding educational capabilities throughout the world. NEA is currently conducting experimental two-way satellite audio seminars with teacher-leaders in Alaska, Hawaii, and other Pacific Islands, using NASA's ATS-1 satellite.

Danny Kaye

Day-by-Day Schedule
1975 Annual Meeting

July 2
12 Noon-5 P.M.
Registration
Exhibits
Campaigning

July 3
9:30 A.M.-5 P.M.
Critical Issues Conference
9 A.M.-5 P.M.
Registration
Exhibits
Campaigning

July 4
9 A.M.-5 P.M.
Registration
Exhibits
Campaigning
10 A.M.-12 Noon
Critical Issues Conference
1 P.M.-4 P.M.
Open Hearings
6 P.M.-10 P.M.
Civil and Human Rights Awards Dinner

July 5
7 A.M.-9 A.M.
State Delegation Meetings
9 A.M.-12 Noon
Registration
Exhibits
Campaigning
12 Noon-5 P.M.
Representative Assembly
5:30 P.M.-7:30 P.M.
Reception—Meet the Candidates

July 6
7 A.M.-9 A.M.
State Delegation Meetings
7 A.M.-3 P.M.
Elections
10 A.M.-5 P.M.
Representative Assembly
7 P.M.-1 A.M.
Bicentennial-Friendship Night

July 7
7 A.M.-9 A.M.
State Delegation Meetings
7 A.M.-3 P.M.
Voting on Amendments—Further elections if necessary
10 A.M.-10 P.M.
Representative Assembly

July 8
9 A.M.-5 P.M.
Representative Assembly
9 P.M.-1 A.M.
The President's Ball

NEA Delegates Face New Rules, New Options

LOS ANGELES — Under NEA's new Constitution, delegates at the 1975 annual meeting here will elect officers under new rules, representation will be expanded to include even the smallest local, and if necessary, the Executive Committee will be expanded to ensure at least 20 percent ethnic minority representation.

An NEA president and vice-president will be elected to two-year terms. Six members will be elected to the Executive Committee for staggered terms—two for three years, two for two years, and two for one year. All positions will be filled by a majority vote. The treasurer, who last year was elected for two years, will serve the remaining portion of his term as secretary-treasurer in 1975-76.

Delegates will have the opportunity to meet candidates for NEA offices at a reception at the Los Angeles Convention Center following close of the Representative Assembly session on July 5. The reception is scheduled from 5:30 p.m. to 7:30 p.m. in order that candidates will have the later part of the evening for individual campaign activities. (Photographs and statements for candidates who have filed in advance appear on pages 14 and 15 of this issue.)

Elections

Voting for officers will take place on Sunday, July 6. On Monday, July 7, delegates will vote on 39 amendments to the Constitution and Bylaws. Delegates may need to nominate and elect at-large members to the Board of Directors and/or the Executive Committee to satisfy Constitutional and Bylaws requirements that mandate:

- at least 20 percent ethnic minority representation on the Board of Directors and the Executive Committee
- representation for classroom teachers in higher education on the Board of Directors in proportion to their membership in NEA
- representation for administrators on the Board of Directors in proportion to their membership in NEA.

Run-off elections will be held if necessary for the appropriate office or offices.

The Credentials Committee is responsible for the supervision of the accreditation and registration of delegates. The Board of Directors has determined that challenges regarding the election of a delegate may be filed with the committee through May 8. The committee will meet May 23-25 in Washington, D.C., to take appropriate action on the challenges filed. At the Representative Assembly, therefore, the Credentitals Committee will handle only disputes involving successor delegates.

The new NEA Constitution, through a cluster concept, enables NEA members in all affiliates to be represented at the Representative Assembly. Formerly, locals with less than 51 members did not qualify for a delegate. This year those locals with less than 76 members may cluster with another local or locals to reach a combined membership of at least 150, thereby qualifying for a delegate.

Political Poll

With the national elections just a little more than a year away, NEA will measure the involvement, awareness, and attitude of delegates in the support of candidates for Congress and the Presidency through a political information poll.

"The poll will provide valuable information which will improve communications with NEA members in the crucial area of political action at the federal level," explained NEA President James A. Harris. "It's the kind of political assessment we need to build for the 1976 Presidential election year when teachers will be involved in the selection of candidates not only for Congress, but for the White House as well."

An area which will undoubtedly hold wide interest will be the presidential endorsement procedure approved by the NEA Representative Assembly last July in Chicago. A preferential poll of presidential candidates and potential candidates will be included in the survey. The 1976 Representative Assembly, however, will make the final decision in the presidential endorsement procedure.

14,000 WILL ATTEND LOS ANGELES MEETING

(Continued from preceding page)

migrants, discipline/violence in the schools, "mainstreaming," problems of isolation, and the economic crisis.

The Critical Issues Conference will end at noon on July 4.

On July 4 at 7:30 p.m. the NEA Council on Human Relations will present the 1975 Human Rights Awards at a dinner in the Los Angeles Ballroom of the Century Plaza Hotel. Tickets for the dinner are now available from NEA Teacher Rights, at NEA Center ($15 each; $1 discount until June 2).

Friendship Night

Attention will be focused on NEA's Bicentennial Program again during Friendship Night, July 6. Beginning at 7 p.m. at the Shrine Auditorium, 22 international groups in authentic national dress will participate in *A Mini-World of Many Nations*. The program will feature song, dance, craft demonstrations, teacher art, a special global photographic exhibition, Friendship Tree, and a cash bar. Unlike previous years, handicrafts and ethnic cuisine will be sold. One of California's top orchestras will provide music for dancing from 10 p.m. to 1 a.m., and special busing arrangements will be made for delegates to attend.

On July 8, the closing night of the 1975 annual meeting, President James A. Harris will host a ball at the Century Plaza Hotel. The gala will star Louie Bellson and his orchestra in concert and show from 9 to 10:30 p.m., with dancing until 1 a.m. Formal dress is invited, but optional. State and city dignitaries, friends of education, and business community leaders have been invited to join President Harris at this last night's celebration, at which NEA officers for 1975-76 will be presented. Net proceeds will go to the NEA DuShane Emergency Fund.

General Information

The Pacific Telephone and Telegraph Company is working with NEA to provide delegates a telephone number by which they can be contacted while at the Convention Center. Written messages will be taken by the Center's attendants and posted alphabetically. Delegates may check the Center for messages. The telephone number for all messages is (213) 741-0101.

Delegates interested in camping facilities in or near Los Angeles will find parks for overnight camping nearest in the Disneyland-Knotts Berry Farm area, near Anaheim and Buena Park, a 45- to 60-minute drive from the Convention Center. Mountain camps are located an hour or more drive from the Convention Center. Most of these camps are unimproved, but a few are equipped for Recreational Vehicles (RV) and trailers. Persons interested in bringing a camper, RV, or trailer to California should make reservations for camping sites immediately through their local auto club or camping association. Campers should not arrive in Southern California without confirmed reservations. Delegates and visitors may write for additional camping information to: California Teachers Association, 1125 W. Sixth St., Los Angeles, CA 90017.

NEA-CTA tours will depart from Los Angeles and other cities before and after the annual meeting. These include trips to Alaska, Tijuana, Yellowstone, Utah Parks and Las Vegas, Rio, Romania, Rome, London, Amsterdam, Spain, Munich, the Holy Lands, and Mexico, to name a few. Further information on any of these and other tours is available from NEA Educational Travel, NEA Center, or from NEA Convention Offerings, c/o California Teachers Association, 1125 W. 6th St., Los Angeles, CA 90017.

Filmstrips and cassette tapes of convention activities may be ordered at the NEA Publishing booth at the Convention Center.

RESERVATION FORM

THE PRESIDENT'S BALL — LOS ANGELES
CENTURY PLAZA HOTEL — JULY 8, 1975
9:00 P.M.

Featuring Louie Bellson and his orchestra
BENEFIT—THE DUSHANE EMERGENCY FUND

Please reserve ..... tickets at $15.00 each. Check or money order enclosed ..... payable to the Dushane Emergency Fund.
amount

FOR: Name .....

Address .....

City ..... State ..... ZIP .....

This reservation form should be mailed with check or money order no later than June 15. After that date all reservations and ticket pick-ups will be made at the Los Angeles Convention Center.

Mail to: NEA Office of Convention and Conference Management
1201-16th Street N.W.
Washington, DC 20036

CANDIDATES FOR NEA OFFICE

Delegates to the NEA Representative Assembly in Los Angeles will elect a president, a vice-president, and six members of the NEA Executive Committee. For the first time, under the new Constitution, the president and vice-president will serve two-year terms, beginning September 1.

(The NEA treasurer elected last year will serve from September 1, 1975, to August 31, 1976, as secretary-treasurer.)

NEA Standing Rule 10D, on Advance Publicity, makes the following provisions:

"Candidates for executive office or membership on the Executive Committee may file their intention in writing with the Executive Director of the NEA, along with a picture and biographical data. The Executive Director of the NEA shall publish in an NEA publication sent to active members the picture and biographical statement of each candidate who has filed and presented such data by April 1. The eligibility of such candidates shall be verified prior to publication."

The REPORTER here presents pictures and biographical statements submitted by or on behalf of candidates in conformance with Rule 10D.

FOR PRESIDENT

To Serve a Two-Year Term

James A. Harris

President James A. Harris, a Des Moines, Iowa, junior high school teacher, has championed the cause of an independent united teaching profession. He has the experience and record of success no other candidate can claim. His qualifications as a strong leader have been demonstrated in the office he is now seeking for re-election.

His qualities of integrity and openness offered wise and capable leadership during the initial stages of the Association's transition from the old constitution to the new. This transition is not yet completed, and Harris' continued leadership is necessary to eliminate the confusion often associated with this process and to adequately preserve the unity and interests of the membership.

President Harris' dedication and ability speak for themselves. He has earned the trust of all of us.

Roberta Hickman

Described by teachers who have worked with her as a "tireless" and "confident" leader, Roberta Hickman is a primary teacher from Urbana, Illinois. As local president, chief negotiator, state board member and early unification and UniServ advocate, Roberta was an aggressive and responsive teacher representative. As a member of the NEA Executive Committee, she has traveled over 250,000 miles while responding to requests from and crises in over 1,200 local associations. Teachers know Roberta listens. But, more than that, she HEARS.

Roberta's keen fiscal sense was sharpened as a member of the NEA Budget Committee for three years. She also serves as vice-chairperson of NEA-PAC. Outspoken in favor of NEA independence, she has pledged to make education the nation's hottest issue.

John Ryor

John Ryor, a present member of the NEA Executive Committee, teaches in Springfield, Michigan. He is a past president of NCSEA and of his state and local associations. He says:

"America's teachers are in the midst of tumultuous times. Traditional forces of repression are desperately trying to block the rising power of organized teachers. Contemporary forces of division and dissension are desperately trying to block the rising power of NEA.

"I believe that *now* is the time to move from rhetoric and reaction to NEA's true role of independence through power, program, and persuasion. Because I believe this, I am committed to have NEA emerge as the sole spokesman for the teachers of this country. Now is the time for a strong leader and a new direction."

Bryan Stevens

Bryan Stevens was born in Little Rock, Arkansas. Graduated USC, degrees in International Relations and Education. Graduate Assistant in Economics. Bryan is a teacher of Government and Economics.

Bryan served:

Twice president, local chapter; CTA Southern Section Board Chairman: Committee on Financial Crisis that cleaned up that mess; Chairman: Committee on CTA Reorganization; Chairman: CTA Joint Budget Committee —Developed first statewide budget; CTA Board of Directors; Twice elected President of CTA; Vice President: National Council of State Education Associations; Led defeat of Ronald Reagan's phony tax initiative; Achieved phenomenal media coverage for UTP in California; broad political experience.

FOR VICE-PRESIDENT

To Serve a Two-Year Term

Willard McGuire

Willard is seeking re-election as NEA vice-president. He is on leave this year from his position as a junior high teacher at North St. Paul, Minnesota.

He is a proven Association leader, having served successfully as an elected leader at the local, state and national levels of the United Teaching Profession.

Willard is committed to keeping NEA strong in the political arena and to assuring that the voice of the classroom teacher is a part of all educational decisions. He believes we must continue to build a strong, united, independent teaching profession.

His experience as NEA vice-president equips him well to meet the many challenges ahead. His candidacy is endorsed by his local association and the Minnesota Education Association.

FOR EXECUTIVE COMMITTEE

Two To Be Elected for One-Year Terms

Bill Cummings

Bill Cummings, a Georgia educator for 17 years, is a junior high social studies teacher. He served as GAE President in 1974-75, its first year under unification. Bill has a successful record of organization leadership.

NATIONAL: NEA Human Relations Council (present); NEA Resolutions Committee 7 years; NCSEA; ACT-NEA Advisory Council.

STATE: GAE Governing Board and Executive Committee; Member, Political Action Committee for Education; Member, Board of Trustees of Georgia Teachers Retirement System; President, ACT-GAE.

LOCAL: President (twice); Treasurer; Building Representative; Chairman of following committees: Legislative, Constitution, Program, Teacher Welfare, Insurance, Personnel Policies.

Rocco Dattola

Pennsylvania's Rocco Dattola has . . . . unique preparation for the NEA Executive Committee . . . . Pennsylvania NEA director for six years . . . . PSEA board member for 10 years . . . . local, county, and region president . . . . negotiator, strike manager, state and national committee member.

Major priority is protecting teacher RIFs through emergency federal unemployment assistance . . . . an emergency school funding bill is needed for the duration of the recession with funds to employ teachers and prevent cutbacks.

Rocky helped Pennsylvania solve the same problems NEA must now encounter . . . . a national collective bargaining bill, increased federal aid, strong lobby efforts, a workable NEA-PAC.

Lloyd M. Elm, Sr.

- Chairperson—NEA First American Caucus since 1972 at Atlantic City.
- Chairperson—NEA First American Task Force from 1972 to 1974.
- NEA Board of Directors—1973 to 1974—New York State.
- Elected to the Board of Directors of the National Indian Education Association in November 1974.
- Executive Committee member of the Coalition of Indian Controlled School Boards, 1972-1975.
- Chairperson—Ad Hoc Committee to the National Council on Indian Education. P.L. 92-318 Indian Education Act. (Now operating)
- Member—National Indian Advisory Committee to the Office of Civil Rights, Washington, D.C.

Arthur S. Parks

SERVICE RECORD: *LOCAL:* (Buffalo Teachers Federation): 1—Faculty Representative for 10 yrs.; 2—Executive Committee—8 yrs.; 3—Co-founder of the Political Action Committee. *STATE:* 1—Lobbyist for pro-education bills; 2—Elected delegate to state conventions many times; 3—Served on the State Resolutions Committee. NEA: 1—Life member; 2—New York State representative on Resolutions Comm. 1971-73; 3—Elected delegate to conventions—1971-73.

SOME TOP PRIORITIES: 1—Improving teacher control of the NEA; 2—Opposing bossism and self-aggrandizement as evidenced in my own state's governance structure; 3—Continuing NEA's democratic practice of limited terms of office; 4—upgrading assistance to classroom teachers.

Two To Be Elected for Two-Year Terms

Tay McArthur

Tay McArthur has been a classroom teacher, in California (since 1959 Los Angeles, until 1963; Oakland, since 1963), and a fighter for teachers since elected Faculty Rep. in 1960.

He has represented local member interests as:

- a three-term representative to the California Regional and State Councils—Legislative, Retirement, Political Involvement, and Unification Committees;
- a six-time delegate to the Representative Assembly, N.C.U.E.A., Con-Con Committee on Policy Making Bodies;
- a two-term local president, Faculty Rep., chairman: Legislative, and successful 1974 Unification Committees; and continues to serve on the negotiating team and board of directors.

Elaine Marks

Elaine Marks is a high school social studies teacher in Spartanburg, South Carolina. Long active in the UTP, Elaine has served as local association president and local ACT president.

Elaine currently serves on the NEA Board of Directors and the Board of Directors of The SCEA and the SCACT. She is also chairperson of The SCEA ad hoc committee on the Status of Women. A member of the NEA Women's Task Force and the Women's Caucus, Elaine is chairperson of the NEA Southeast Regional Advisory Council and a member of the NEA-CPOD Committee studying the future of the UTP.

Elaine received her B.A. degree from Converse College and has done graduate work at Furman University. She was the recipient of the Fulbright Fellowship in 1965.

Hazel F. Petrocco

Hazel F. Petrocco, a first-grade teacher in Pueblo, Colorado, is the NEA Board of Director's liaison to EKNE and is on the Early Childhood Committee of the WCOTP.

An NEA director for Colorado, Mrs. Petrocco was chairperson of the NEA Committee on Planning and Organizational Development in 1973-74 and a member of the NEA Budget Committee, Committee of 12, and is on the NEA-PAC Steering Committee. She was a member of the negotiations team for her local.

Mrs. Petrocco is a member of Delta Kappa Gamma and was a finalist for Colorado Teacher of the Year. She has received the University of Northern Colorado Almuni Award as an outstanding woman educator. She has three college-age children. Her husband is a principal.

Lauri Wynn

Lauri Wynn, a sixth-grade teacher in Milwaukee, Wisconsin, is currently president of the Wisconsin Education Association Council. She is chairperson of state PAC, and representative to NEA-PAC. She was former minority member, NEA-PAC steering committee; Department of Public Instruction task force on Teacher Education and Certification; registered WEAC lobbyist; and member of Wisconsin CAPE.

She is a member of the United Milwaukee Educators and UW-Milwaukee advisory committee on experimental programs in higher education.

Ms. Wynn is chairperson of the NEA Professional Ethics Committee. She has served on the Committee of Twelve; Con-Con; and as member of the National Coordinating Committee of the Coalition of Labor Union Women.

Two To Be Elected for Three-Year Terms

Vivian R. Bowser

Vivian R. Bowser, a member of the NEA Executive Committee, completes a 25th year of teaching, as she now works with an elementary class in the Academically Able Program in Houston, Texas.

Currently vice-chairperson of the Research for Educational Finance Committee of Texas State Teachers Association, she also serves on TSTA Unification Task Force. She has served on the Governor's Committee on Early Childhood Education and the Texas State Competencies Commission. A past-president of Texas Classroom Teachers Association, she was cited by the 61st Texas Legislature for outstanding contributions to education. The Senate of the present 64th Legislature confirmed the Governor's nomination of Vivian R. Bowser to the State Professional Practices Commission.

Hank Harrison

Hank Harrison was chosen Alaskan Teacher of the Year in 1972. He had been a member of the first Alaskan Professional Teaching Practices Commission, had served once as president of NEA-Alaska, and twice as president of the state's largest local, Anchorage.

Hank now sits on the NEA Executive Committee. He was one of six who negotiated with the AFT on the merger issue. He has served as liaison to both the Women's Task Force and the Special Services Committee. He helped select the first "Friend of Education" and chaired the committee to determine the most effective structure for Representative Assembly. He has been active in several national unification campaigns.

The junior high teacher holds a B.S. from Bob Jones University, and a master's from the Univ. of Alaska.

Ramon Huerta

New Mexico is proud to announce the candidacy of Ramon Huerta for a three-year term on the NEA Executive Committee. Ramon, who teaches Spanish at Highland High School in Albuquerque, served previously on the Executive Committee.

Many teachers throughout the nation will remember him for his conscientious work as a delegate to Con Con, as a member of the ACT Advisory Council and for his contributions to the ACT/AASA Joint Commission.

During twenty years of his teaching career, Ramon has been extremely active on the local and state levels. Ramon has been a strong advocate for an independent, united teaching profession. He has promoted strengthening the locals through UNISERV units and political action.

His services to the NEA must continue.

ROUND TRIP FLIGHTS, SUMMER 1975

The following NEA "transportation-only charter flights" are still available this summer.

CW-5	July 29-August 19	Chicago-Amsterdam-Chicago	$346
CW-9	July 06-July 24	Philadelphia-Geneva-Philadelphia	$322
CP-12	July 15-August 26	Philadelphia-Amsterdam-Philadelphia	$300
CI-20	August 04-August 19	New York-Amsterdam-New York	$287

(CWs World Airways DC-8 with capacity of 252 seats; CP-12: Pan American Airways B-707 with capacity of 179 seats; C-20: Air India B-747 with capacity of 349 seats. Prices indicated for CW-9, CP-12, and CI-20 include U.S. departure as well as foreign departure taxes and an NEA adm. fee of $8.70; airfares subject to increase on pro rata basis should number of passengers be less than capacity of aircraft.)

Christmas '75

A Christmas tour for retired educators to Garmisch in beautiful Bavaria, Dec. 18, 1975, to Jan. 1, 1976, will be offered. Write to "Garmisch Holiday," NEA Travel, for details.

HONOLULU MALIHINI (XHM)
(One Island)
December 23, 1975-January 2, 1976
$454.00 plus 10% tax and service from Portland, Seattle, San Francisco, Los Angeles
$484.00 plus 10% tax and service from Chicago, St. Louis, Dallas
$539.00 plus 10% tax and service from Cleveland, Detroit, Indianapolis
$574.00 plus 10% tax and service from New York, Washington, D.C., Boston, Philadelphia
Price Includes
10 days, with return home on the 11th day, and 9 nights in hotels; roundtrip jet transportation; appropriate in-flight meal and beverage service; baggage tips and porterage for two pieces of luggage; traditional flower lei greeting on arrival; **Little Circle Island Tour of Oahu.**
Single room supplement; $135.00 additional; triple room reduction: $10.00 per person; child (2 thru 11) reduction: $100.00 per child.

HAWAIIAN KALIKIMAKA (XHK)
(Two Islands)
December 23, 1975-January 2, 1976
$483.00 plus 10% tax and service from Portland, Seattle, San Francisco, Los Angeles
$513.00 plus 10% tax and service from Chicago, St. Louis, Dallas
$568.00 plus 10% tax and service from Cleveland, Detroit, Indianapolis
$603.00 plus 10% tax and service from New York, Washington, D.C., Boston, Philadelphia
Price Includes
10 days, with return home on the 11th day, and 9 nights in hotels; roundtrip jet transportation; appropriate in-flight meal and beverage service; baggage tips and porterage for two pieces of luggage; traditional flower lei greeting on arrival; **Little Circle Island Tour of Oahu; Tour of Kona and Volcano National Park on Big Island of Hawaii;** services of local escorts; welcome briefing party with native entertainment; all tips to guides/coordinators for scheduled tour events; no regimentation.

CHRISTMAS IN GUATEMALA (XG)
based on G.I.T. airfare
December 21-December 31, 1975. $589 from New York (plus 15% tax and service). **Write for details.**

****RENDEZVOUS IN RIO (RBX)**

December 23-December 31, 1975. $389 from New York City (plus 15% tax and service charge). Single room supplement: $79.00 additional. 8-Day vacation in Rio De Janeiro, Brazil, features:

- Accommodations for 7 nights at the superior, first-class Hotel Gloria, in twin-bedrooms with private bath or shower.
- Roundtrip transfers between airport and hotel.
- Breakfast daily, consisting of fruit or juice, rolls, cheese and Brazilian coffee, tea or milk.
- One full-day orientation tour of the city.
- Orientation meeting with samba music.
- A visit to a gem workshop and a free souvenir.

CHRISTMAS IN THE HOLY LANDS (XHL)
based on G.I.T. airfare

December 22, 1975-January 1, 1976. $770 from New York.
Evening departure to Tel Aviv via scheduled jet carrier. Your holiday will be spent in Jerusalem and will allow ample time to leisurely explore all the shrines sacred to the world's three great monotheistic religions. Highlighting your trip will be the Bethlehem procession and attendance at the Midnight Mass. Deluxe and first-class accommodations with private bath on twin basis; 3 meals daily per custom of the country, transfer and sightseeing. Optional 1 day trip to Mt. Sinai, Santa Catharina and Eilat, $115.

****CHRISTMAS IN THE CANARY ISLANDS (XCI-1, 2)**

XCI-1, December 19-27, 1975. $329—15% (tax and service) from New York.
XCI-2, December 26, 1975-January 3, 1976. $329—15% (tax and service) from Boston.

Wing your way to Tenerife, largest island of the Canaries. Presiding over this "sparkling jewel of the Atlantic" is the 12,500 foot-high Pico de Teide, the highest point on Spanish territory. To further enhance the view, spreading below this magnificent peak like a plush blanket, lies the scenic Valley of La Orotava, covered with banana plantations and breathtaking tropical foliage. The cosmopolitan city of Puerto de la Cruz is where you'll be staying and "home" will be the deluxe Hotel Melia Puerto de la Cruz. Price includes, r/t charter via Trans International Airlines; hotel accommodations, baggage handling; tax and tips; one-half day sightseeing. Optional meal plan.

***RUSSIAN WINTER FESTIVAL (XRF)**

December 23, 1975-January 2, 1976. $862 from New York.
A trip to Russia during the winter is a fascinating and unique experience — a perfect time for visiting museums and attending theatres, the ballet and concerts. A warm coat and warm boots are all you need to brave a Russian winter. This trip includes Leningrad and Moscow, using first-class accommodations with private bath. In addition to regular, scheduled sightseeing, your trip includes three theatre performances; three meals daily, including New Year's party at Moscow's renowned Arbat restaurant; and a troika ride. Your transatlantic flight will be aboard Finnair. Single supplement: $40.

***MOROCCAN HOLIDAY (MH)**

December 23, 1975-January 3, 1976. $749 from New York City.
An unusual, stimulating holiday vacation in the mystic and imperial cities of Morocco. Visit: Marrakech, a rose-pink oasis city looking to the snow-capped High Atlas Mountains; Agadir, point from which to visit the camel market at Goulimine; Essaouira, a remarkable old fortress town with an exciting, mystery-laden atmosphere; Rabat, the capital, distinguished by its lovely gardens and impressive gateways cut through ancient city walls; and Fes, known for its 1100-year-old university, minareted mosques and interesting museums. Price includes first-class hotels with private bath based on twin occupancy; Continental breakfast and dinner daily; gala Christmas and New Year's Eve dinner; transfers and sightseeing (two optional tours available from Agadir).

***CHRISTMAS EAST AFRICAN SAFARI! (XEAS)**

December 19, 1975-January 4, 1976. $1498 roundtrip from New York.
The long 1975 vacation allows us to offer this two-week safari at the most glorious time of the year in Kenya. Evening departure from New York on Air India 747 jet for London to connect to Nairobi. Highlights: Makuru Bird Sanctuary, Treetops or Mountain Lodge, Masai Mara, Serengeti, Ngorongoro Crater, Lake Manyara, Amboseli, Kilimanjaro, Tsavo, Nairobi city and game park. Includes 3 meals daily in Africa; first-class hotels or lodges with private bath. This was our most popular tour last Christmas and all persons were not accommodated. **Register early.**

***LONDON YULE HOLIDAY (XLE-1, 2)**

XLE-1, December 21-30, 1975, $519 from N.Y.C. Single supplement $50.
XLE-2, December 24-31, 1975, $495 from N.Y.C. Single supplement $40.
Transportation via Air India roundtrip to London; accommodations at Metropole Hotel or similar, double occupancy; Continental breakfast daily, airport transfers, dinner at hotel Dec. 25 and 26; choice of 2 theatre tickets upon arrival in London; tips to airport and hotel porters.

***NEW YEAR'S IN COPENHAGEN (XCD)**

December 26, 1975-January 2, 1976. $559 from N.Y.C.
What makes it "wonderful, wonderful Copenhagen"? It's bright, shining, has hospitable people, the food is excellent and plentiful, and night life is exciting. What better place to spend the post-Christmas holidays and New Year's Eve? Fly transatlantic via Scandinavian Airlines, share a twin-bed room and bath (or single at $30 additional) at the Imperial Hotel (or similar), Continental breakfast daily, transfers from airport to hotel and return, half-day "Grand Copenhagen" tour, and New Year's Eve dinner at famous Lorry's (beverages not included in price), followed by an excellent variety show.

***SKI THE ALPS OF BAVARIA (XGP)**

December 24, 1975-January 2, 1976. $579 from N.Y.C. and $692 from Chicago. Single supplement: $30.
Transportation via Swissair roundtrip to Zurich; transfers roundtrip Zurich to GARMISCH-PARTENKIRCHEN, one of the world's renowned ski resorts. Accommodations at standard hotels, double occupancy; two meals per day; tips to airport and hotel porters included.

****JAMAICAN INTERLUDE (XJ-1, 2)**

XJ-1, December 20-27, 1975. $399 plus 15% tax/service from N.Y.C. XJ-2, December 27, 1975-January 3, 1976. $419 plus 15% tax/service from Boston.
You'll spend a week at the **new, deluxe ocean front** Rose Hall Intercontinental Hotel in Montego Bay! Price includes roundtrip jet transportation via Trans-International Airlines; hotel accommodations and pre-registration for 7 nights (based on twin occupancy); baggage handling; tips to hotel service persons; rum swizzle party; 5 Continental breakfasts and 5 gourmet dinners. Single room supplement is $90; children under 12 receive $50 reduction when rooming with parents. Price does not include tips for personal services other than stated above and Jamaica departure tax of $2.50.

****CHRISTMAS IN ROME (XRI)**

December 21-29, 1975. $399 plus 5% tax/service, from N.Y.C.
Enjoy Christmas in Rome, the Eternal City, and be privileged to witness the close of the 1975 Holy Year on Dec. 25. Features of the tour include roundtrip air transportation on Pan American World Airways charter (see *Transportation/land cost data* paragraph); seven nights at the first-class Residence Palace Hotel (or similar), based on sharing twin-bed rooms with private bath, or single at $35.00 additional; Continental breakfast daily at the hotel; half-day sightseeing tour of Rome by private motor coach with English-speaking guide and entrance fees paid; roundtrip transfers from airport to hotel and return; baggage tips and porterage for two medium-sized suitcases; and hospitality desk at hotel for information and aid for tour members.

GENERAL INFORMATION

ELIGIBILITY

* **Affinity Group Airfares.** Prices are based on use of the group-rate airfares in effect at the time of publication which are available to 40 or more persons traveling together on all flights and who have been members of the NEA for more than six months prior to scheduled departure date. Members of the immediate family (limited per C.A.B. regulations to the spouse, dependent children and parents of the NEA member who reside in member's household) are eligible to participate at the group rate provided they travel with the NEA member. If cancellation of a reservation is filed with the airline between 21 and 30 days prior to departure date, a penalty of 10% of the airfare is assessed; if the cancellation is filed with the airline less than 21 days prior to departure date, a penalty of 25% of the airfare is assessed by the airline. If the minimum required number of participants is not reached, the tour may be offered at the next lowest available airfare or it may be cancelled.

** **Charter Airfares.** Prices are based on use of chartered jets. NEA membership of at least six months duration as of date of departure is a requirement for participation. Members of the immediate family (but limited per C.A.B. regulations to the spouse, dependent children and parents residing in member's household) are eligible to participate and it is not required that the NEA member be a participant in order for the members of the immediate family as described above to qualify. Non-members of the NEA, other than family as described above, are ineligible to participate.

Transportation/land cost data. Tours coded XCI-1 & 2, XJ-1 & 2, and XRB are based on use of affinity charter flights on Trans International Airlines DC-8 jet, capacity of 254 seats per flight. Tours coded XRI and transportation-only flight TO/R are based on use of affinity charter flight by Pan American World Airways, B-707 jet, capacity of 180 seats. Airfare portion is subject to increase on a pro rata basis should the number of participants be less than aircraft capacity. No administrative fee on the part of the charterer is included in airfare portions of the following, except the total RBX price includes a $3 administrative fee.

CODE	AIRFARE	LAND COST	TOTAL PRICE
XCI-1, 2	$198.00	$180.35	$378.35
XJ-1	$130.00	$328.85	$458.85
XJ-2	$150.00	$331.85	$481.85
RBX	$260.35	$184.00	$447.35[1]
XRI	$239.90	$179.05	$418.95

[1] Includes $3 per person adm. fee.

G.I.T. Airfares. Tours to Holy Lands (XHL), Guatemala (XG), and Hawaii (XHM, XHK) are based on group-inclusive tour basing airfare available to 10 or more persons (154 to Hawaii) who are traveling together on all flights and are available to NEA members, relatives and friends.

CANCELLATIONS. There is a $15 per person cancellation fee on all tours/flights cancelled, regardless of reason. Beyond this, regulations governing refund of deposits/payments as a result of cancellation vary with the individual tours/flights. Registrants will be furnished with details on receipt of deposit. Prices, dates, and itineraries subject to change.

TRANSPORTATION ONLY CHRISTMAS 1975

All fares indicated include $3.00 U.S. departure tax.

**TO/P1	Dec. 23, 1975 Jan. 2, 1976	New York-Paris	$344
**TO/P2	Dec. 27, 1975 Jan. 3, 1976	New York-Paris	$374
**TO/L1	Dec. 21, 1975 Dec. 30, 1975	New York-London London-New York	$335
**TO/L2	Dec. 24, 1975 Dec. 31, 1975	New York-London London-New York	$335
**TO/Z2	Dec. 24, 1975 Jan. 2, 1976	New York-Zurich Zurich-New York	$354
**TO/Z2	Dec. 24, 1975 Jan. 2, 1976	Chicago-Zurich Zurich-Chicago	$467
**TO/C	Dec. 26, 1975 Jan. 2, 1976	New York-Copenhagen Copenhagen-New York	$669

Weekend surcharges included: TO/P2 $30 and TO/C $15.

APPLICATION FOR NEA TRAVEL

Deposit of $100 per person is required for reservation. Send application to NEA Educational Travel, 1201 16th St., N.W. Washington, DC 20036. There is a $15 cancellation fee on all reservations cancelled.

Please reserve ..... spaces on ..... departing on .....
(Code no. of tour/flight) date

from ..... Enclosed is deposit of $.....

Name(s) .....
(Please give names and addresses of additional persons on a separate sheet)

Address .....

City ..... State ..... Zip .....

Rights Commission Blames School Board for Sex Bias

LITTLETON, N.H.—A school board here demonstrated sex bias in failing to interview a woman teacher who had applied for the position of teaching principal, the New Hampshire Commission for Human Rights has ruled. NEA and the New Hampshire Education Association provided financial backing for the teacher, Catherine Seminatore, in her appeal.

Seminatore, an elementary schoolteacher in the White Mountains Regional School District, was awarded a "reasonable compensation" of more than $800. The district and Supervisory Union #35 also were ordered to pay attorney fees of $735.

The teacher was never given an opportunity to be interviewed for the position in Dalton Elementary School, it was disclosed. "A man was wanted" for the job, sworn testimony revealed, and a male applicant was chosen.

The district, in Grafton County, has agreed to put into force an affirmative action program that will include nondiscriminatory procedures for recruitment, hiring, upgrading and promoting, terminating, and establishing benefits for employees.

NEA STATE AND LOCAL AFFILIATES REPORT ON AFFIRMATIVE ACTION

WASHINGTON, D.C.—The 1974 Representative Assembly passed New Business Item 5 which states that the Association "urges its state and local affiliates to adopt affirmative action programs to increase the representation of women and minorities in elected and appointed positions and in the staffing of professional associations. Data are to be collected on the progress of said programs and publicized in the *NEA Reporter* prior to the 1975 NEA annual meeting."

To comply with this New Business Item, NEA Research mailed a questionnaire to each state affiliate and to a sample of 1,651 local affiliates (1 in 6). One follow-up request was mailed to each affiliate in the survey. To date, responses have been received from 50, 94.3 percent, of the state affiliates and 811, 49.1 percent, of the local affiliates.

State Data

Of the 50 states that responded, 14 reported complete data requested—information such as numbers of women and minority group members in their membership, as elected officers, as members of other governing bodies, as chairpersons of standing committees, as appointed members of standing committees, and as members of the state association staff.

Five of the responding states have adopted affirmative action programs to increase the representation of women and minorities in elected and appointed positions. Three states reported that they have such a program which relates to the employment of staff, while seven states have adopted an affirmative action program which relates to both elective and appointive positions and to staff. One southern state has such a program for both elective and appointive positions and for staffing, but it pertains to minorities only.

One of NEA's responding state affiliates maintains data on the sex of all persons *eligible* for membership, but none does so with respect to the race of persons *eligible* for membership. However, 14 of the states indicated that they maintain data on the sex of their members, and 14 do so with regard to the race of their members.

All but two of the state affiliates reported their membership as of February 1, 1975. Nineteen of them reported the number of women, and 20 reported the number of ethnic minority members.

All the reporting states but one gave the number of women elected officers, and all but three gave the number of elected officers who were members of ethnic minority groups. The 49 states giving complete data for women indicated that of the 633 elected officers, 221, or 34.9 percent, were women. There were 610 elected officers in the states providing data on ethnic minorities, and they reported that 58, or 9.5 percent, were members of those groups. Four states indicated that no women served as elected officers, and 21 had no ethnic minority members as their elected officers.

Forty-nine states reported 493 persons serving as chairpersons of standing committees. Forty-eight indicated that 191, or 39.7 percent, of their 481 chairpersons were women, and 53, or 11.5 percent, of the 461 chairpersons in 46 states were members of ethnic minority groups.

A total of 4,760 persons have been appointed to standing committees in 46 states. Of these, all but one reported 2,027 women as members of these committees (43.5 percent of 4,660 persons). There were 525 ethnic minority committee members, or 14.6 percent of the 3,604 committee members, appointed in 40 of the state affiliates.

Eight of the 50 responding states indicated that there were no UniServ staff members. Thirty-nine of the states gave data relative to the number of women UniServ staff members. In these 39 states 64, or 10.1 percent, of the 635 UniServ staff reported, were women. Eleven of these 39 states indicated that none of their UniServ staff were women. Thirty-eight of the states with 632 UniServ staff members reported that 49, or 7.8 percent, were members of ethnic minority groups. However, of these 38 states, only 22 employ *any* ethnic minority group members as UniServ staff.

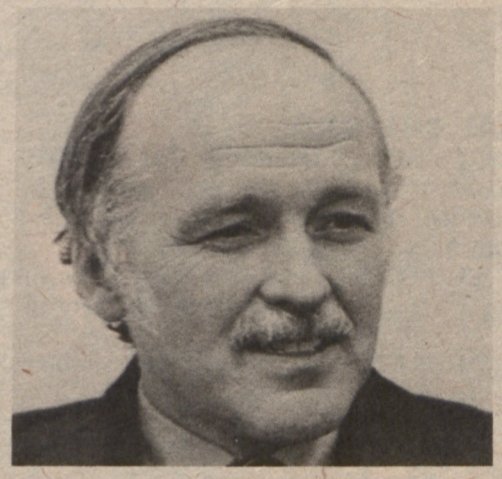
Local Data

Of the 1,651 questionnaires mailed to NEA's local affiliates, 811, or 49.1 percent, returned usable questionnaires, not enough for statistical validity. However, the responses were analyzed by size of membership, region, and type of community served by the local. Comparisons were made for elected and appointed leaders between the percentage of women and of ethnic minorities in the local's membership and the percentage of these groups comprising the elected officers, other elected governing bodies, chairpersons of standing committees, and appointed members of standing committees.

Only 1 in 7 of the local affiliates reporting has formally adopted an affirmative action program. Half of those with programs include guidelines for increasing representation of women and minorities both in elected and appointed positions and in staffing. Most of the remaining half pertain to leadership positions only. Those affiliates which have not adopted an affirmative action plan were asked if one is currently under consideration. Only one in 8 of the locals said that they were, and two-thirds of those expect formal action to take place in 1975.

Detailed data from this survey are available from NEA Research at NEA Center.

Coalition of Public Employees Names New Director



Harvey W. Zorbaugh, Jr.

WASHINGTON, D.C.—Harvey W. Zorbaugh, Jr., an NEA associate director for affiliate services, this month becomes executive director of the Coalition of American Public Employees. Zorbaugh, 44, succeeds Ralph J. Flynn, the first executive director of the coalition, who resigned to become associate executive director of the California Teachers Association.

A native of New York City and for seven years a junior high school social studies teacher, Zorbaugh joined NEA in 1963 as an urban services field representative. He later became a national field representative and in 1968 took the New England regional managership.

The national coalition is made up of NEA, plus the 700,000-member American Federation of State, County, and Municipal Employees (AFL-CIO); the 200,000-member American Nurses' Association; the 75,000-member National Treasury Employees Union; and the Physicians National Housestaff Association, which represents 10,000 medical doctors.

American Education Week Set for the Bicentennial Year

WASHINGTON, D.C.—Built around the theme "Our Future Is in Our Schools," American Education Week 1975 will be held November 16-22. AEW's four cosponsors are NEA, the U.S. Office of Education, National Congress of Parents and Teachers, and the American Legion.

The 1975 AEW packet features new booklets, leaflets, sample news releases, reproduction copy, a poster, and other publicity materials to use for promoting the event at schools. To order the packet (which also includes a planning guide), send $3 (stock no. 5050-9-OD) to NEA Order Dept., The Academic Bldg., Saw Mill Road, West Haven, CT 06516.

New Book Tells Why Public Employees Need Bargaining Rights

WASHINGTON, D.C.—If a federal law is not enacted to guarantee teachers and other public employees collective bargaining rights, there is a risk of labor unrest unparalleled since the 1930's. This is a conclusion reached by Ralph J. Flynn in *Public Work, Public Workers*, a book published here this month.

A former NEA affiliate services staff member, Flynn is an associate executive director of the California Teachers Association. He served as the first director of the Coalition of American Public Employees, of which NEA is a founding member.

NEA Executive Secretary Terry Herndon called the new book "an eloquent presentation of the rationale for extending collective bargaining rights to teachers and other public employees." He added: "Teacher leaders can benefit from the insights in the book and from its vision of the future."

Public Work, Public Workers may be ordered from the New Republic Book Co., Inc., 1826 Jefferson Place, N.W., Washington, DC 20036 or from most booksellers. It costs $2.50 in paperback, $5.95 in cloth.

NEA BOARD OF DIRECTORS ROLL-CALL VOTES

February 1975 meeting

ROLL CALL NO. 1
PUBLICATION OF ROLL CALL VOTES
(Blank, D., moved—Blank, J., seconded.)
Adopted the following resolution regarding publication of roll call votes:

WHEREAS, roll call votes may be taken at Board of Directors meetings; and,

WHEREAS, the purpose of these roll calls is to make the votes of individual directors a matter of record, so that the directors may be accountable to their own constituencies; and

WHEREAS, this information is not readily available to those whom the directors represent; and

WHEREAS, the Representative Assembly of 1972 in New Business Item 45 stated that such roll calls be made public information; be it

RESOLVED, that in the future roll call votes of the Board of Directors be published in the NEA REPORTER.

Vote 67-YES, 40-NO

The following directors voted in the negative and submitted statements:

**Odetta Fujimori (Hawaii)*—"The substance and rationale reflected in the Board minutes, which in itself is a public document, is a more realistic accountability of our roll call votes than the mere listing of our "ayes" and "nays."

**Roger Kolsrud (N. Dak.)*—"I wish to record for the record my reason for a negative vote regarding national publication of board roll call votes. The motion is far more general than the Representative Assembly mandated—The Representative Assembly mandated roll calls only on matters of policy and finance. It is my opinion that publication of roll call votes in the minutes of Board action, minutes which are disseminated to State leadership makes them accessible to NEA members through state publications. It is, in my opinion, a misuse of space in the national publication when the function could be assumed by the states on matters which concern them."

**Ruth Amend and Ada Williams (Tex.)*—"We believe that this is part of New York's campaign to eliminate the secret ballot."

**Robert Chaffee (Vt.)*—"I feel that the minutes of the Board of Directors are already public information and that it will be a needless expense to publish the results in the NEA REPORTER. Furthermore, the reader of the NEA REPORTER will not be aware of the discussion that took place prior to the roll call vote."

**Charles Sanders (Maine)*—"I submit the following as rationale to explain my negative vote on agenda Item Number 16 (Publication of Roll Call Votes) of the February, 1975 meeting of the NEA Board of Directors.

"Certainly my colleagues and constituents need to be assured that I support the notion that my voting record as a member of the NEA Board of Directors should be public and available to my constituents so that I may be held accountable. However, it is my contention that the current practice of mailing roll call votes of the NEA Board of Directors to state association leaders achieves that end.

"The passage of Item Number 16 provides for the publishing of roll call votes of the NEA Board of Directors in the NEA REPORTER. I would assert that this will lead to an increased number of roll call votes which will serve to make for longer meetings. The provision to publish roll call votes in the NEA REPORTER does not have any serious budgetary implications because it was explained by the NEA Executive Secretary that new pages of the NEA REPORTER will not be dedicated to this purpose. The result will then be to utilize existing space that might be allocated for higher priority and more news-worthy items.

"I am, of course, sensitive to the fact that had Item Number 16 been defeated, it would have allowed the AFT to propagandize that the NEA Board of Directors stood in opposition to making its roll call votes public.

"It should be pointed out that as I draft this statement that the NEA Board of Directors is already in violation of the intent that was expressed in discussion of Item Number 16. In discussing the motion, it was pointed out that roll call votes should occur on all items having budgetary or policy implications. Today the NEA Board of Directors has dealt with a number of such items without having a roll call vote.

"In closing, it is my contention that it is very imperative that my constituents know how I vote on all roll call issues. Certainly, current provisions promote the distribution of this information. Further, I would point out that Maine's grassroots members of the NEA may not take great interest in reading in the NEA REPORTER about how NEA Directors from other states vote. I remain ready and willing to defend and explain any vote that I might make as a member of the NEA Board of Directors."

**Mary Ellen Dolcini (Calif.)*—"Actions taken by the NEA Board of Directors are a matter of public record and readily available to interested members. I voted against this motion because of the unnecessary expense of widely distributing each roll call vote, considering that a limited membership would be interested in any one item."

**Juanita Kidd (Okla.)*—"It is in my judgment already a matter of public record. It is the duty of the NEA Director to be accountable to the members in his/her state by reporting all actions and votes to the officers and the proper Executive Boards of their states.

"The actions are always in the minutes for any interested members to read.

"This should satisfy the intent of the Representative Assembly Business Item 45 without further action of the Board of Directors."

**James Slivkoff (Calif.)*—"I voted *no* for the following reasons: (1) Roll call votes are already listed in the minutes of the NEA Board of Directors meetings: (2) These roll call votes are or may be made available to the constituents when requested by the constituents on any items which may be subject to roll call; (3) The space for printing roll call votes preclude the use of news which deal with 'program' news relative to organization needs."

**Kathryn Foster (Conn.)*—"Publishing all roll call votes seems to indicate a budget item of monies that could very well be utilized more wisely. All roll call votes are a matter of record in the official minutes. These minutes also contain some of the salient points of discussion providing a frame of references for some intrepretation of a printed vote. Many printed votes need explanation in order to be properly

KEY:
"Y" *voted in favor of the issue*
"A" *abstained on the issue*
"N" *voted in opposition to the issue*
"O" *not voting (includes absentees and nonrespondents)*

NAME	STATE	ROLL CALL VOTE # 1	2	3	4	5	6	7	8	9
Butler	Ala.	N	Y	Y	N	Y	N	Y	Y	N
Hall	Ala.	N	Y	O	N	Y	N	Y	O	O
Harrison	Alaska	Y	Y	Y	N	Y	N	Y	Y	N
Arrington	Ariz.	Y	Y	Y	N	N	Y	Y	Y	O
Elliott	Ark.	O	O	O	O	O	O	O	O	O
Marshall	Ark.	N	O	Y	N	A	Y	N	Y	O
Dolcini	Calif.	N	Y	Y	N	Y	N	Y	Y	A
Edwards	Calif.						N	Y	Y	Y
King	Calif.	Y	Y	Y	N	Y	N	Y	Y	O
Lamb	Calif.	N	N	Y	N	Y	N	Y	Y	Y
Slivkoff	Calif.	N	N	Y	N	N	N	A	Y	Y
Wong	Calif.	N	Y	Y	N	N	N	Y	Y	Y
Boggs	Colo.	Y	Y	N	N	Y	N	Y	Y	N
Petrocco	Colo.	Y	Y	N	N	Y	N	Y	Y	N
Bell	Conn.	O	O	Y	N	Y	N	Y	Y	N
Foster	Conn.	N	Y	Y	N	Y	Y	Y	Y	N
Gates	Dela.	Y	Y	Y	N	Y	Y	Y	Y	N
Datcher	D.C.	N	Y	Y	N	Y	N	Y	Y	N
Harner	Fla.	N	Y	Y	N	Y	Y	N	Y	O
Martin	Fla.	N	Y	Y	N	Y	Y	N	Y	N
Kimball	Ga.	N	Y	Y	N	N	Y	N	Y	O
Wright	Ga.	Y	Y	Y	O	N	Y	N	Y	N
Fujimori	Hawaii	N	Y	Y	Y	N	N	N	Y	O
Ducker	Idaho	Y	Y	Y	Y	Y	N	Y	Y	N
Loyd	Ill.	Y	Y	N	N	Y	N	Y	Y	N
Mack	Ill.	N	Y	Y	N	Y	N	Y	Y	O
Pasteris	Ill.	Y	Y	N	N	Y	N	Y	Y	O
Rich	Ill.	Y	Y	Y	N	Y	N	Y	Y	N
Denny	Ind.	N	Y	Y	N	Y	Y	Y	Y	N
Liechty	Ind.	O	O	O	O	O	O	O	O	O
Mitchell	Iowa	O	O	O	O	O	O	O	Y	N
Shearer	Iowa	N	Y	Y	N	Y	O	Y	Y	N
Curry	Kans.	Y	Y	Y	N	Y	N	Y	Y	O
Swanson	Kans.	Y	Y	Y	N	Y	N	Y	Y	N
May	Ky.	Y	Y	N	N	Y	N	Y	N	N
Pessarelli	Ky.	Y	Y	N	N	Y	N	Y	Y	N
Pringle	La.	N	Y	O	N	Y	Y	N	Y	N
Sanders	Maine	N	Y	Y	N	Y	N	N	Y	N
Eberly	Md.	N	Y	Y	N	O	N	Y	Y	N
Washington, J.	Md.	N	Y	Y	N	Y	N	Y	Y	N
Flannagan	Mass.	Y	Y	Y	N	Y	Y	Y	Y	N
Roberts	Mass.	N	Y	Y	N	Y	Y	Y	Y	N
Christian	Mich.	Y	Y	Y	N	Y	N	Y	Y	N
Duckworth	Mich.	O	O	O	O	O	O	O	O	O
Jackson	Mich.	N	Y	Y	N	Y	N	Y	Y	O
Kosa	Mich.	Y	Y	Y	N	Y	N	Y	Y	N
Safronoff	Mich.	Y	N	Y	N	Y	N	Y	Y	N
Urseth	Minn.	Y	Y	N	N	Y	Y	N	Y	N
Woodard	Minn.	Y	Y	N	N	Y	Y	Y	Y	N
Woods	Miss.	N	Y	Y	N	Y	N	O	Y	N
Keeling	Mo.	Y	Y	Y	N	Y	Y	N	N	Y
Kallin	Mont.	Y	Y	Y	N	Y	N	Y	Y	N
Lang	Nebr.	Y	Y	Y	N	Y	N	Y	Y	N
Bunnell	Nev.	Y	N	Y	N	Y	N	Y	Y	O
Sargent	N.H.	O	Y	Y	N	Y	N	Y	Y	N
Carnochan	N.J.						N	Y	Y	N
Dagon	N.J.	N	N	Y	N	Y	Y	N	Y	N
Davenport	N.J.	Y	Y	Y	N	Y	Y	N	Y	N
Montgomery	N.J.	N	N	Y	N	Y	Y	N	Y	N
Totten	N.J.	N	N	O	O	O	O	O	O	N

NAME	STATE	ROLL CALL VOTE # 1	2	3	4	5	6	7	8	9
Watkins, J.	N.Mex.	Y	Y	Y	N	Y	N	Y	Y	N
Blank, D.	N.Y.	Y	Y	N	Y	N	N	Y	N	A
Carter	N.Y.	Y	Y	N	Y	Y	N	Y	N	A
Cole	N.Y.	Y	Y	N	Y	N	N	Y	N	A
Cortese	N.Y.	Y	Y	N	Y	N	O	Y	N	A
Duesberg	N.Y.	Y	Y	N	Y	N	N	Y	N	A
Hobart	N.Y.	Y	Y	N	Y	N	O	Y	N	A
Kafka	N.Y.	Y	N	N	Y	N	N	Y	N	A
Pisa	N.Y.	Y	Y	N	Y	N	N	Y	N	A
Streiff	N.Y.	Y	Y	N	Y	N	N	Y	N	A
Washington, R.	N.Y.	Y	Y	N	Y	Y	N	O	N	A
Duncan	N.C.	N	Y	Y	N	Y	Y	O	Y	N
Lewis	N.C.	N	Y	Y	N	Y	Y	Y	Y	N
Kolsrud	N.D.	N	O	Y	N	O	O	O	O	O
Dickau	Ohio	Y	Y	Y	N	Y	N	N	Y	O
McDonald	Ohio	Y	Y	O	O	Y	N	N	Y	O
Savage	Ohio	Y	Y	Y	N	N	N	N	Y	O
Traxler	Ohio	Y	Y	Y	N	Y	N	N	Y	N
Willcox	Ohio	Y	Y	Y	N	Y	N	N	Y	N
Kidd	Okla.	N	Y	Y	N	N	Y	N	Y	O
Smith, P.	Oreg.	Y	Y	O	Y	Y	N	Y	Y	N
Jewett	Overseas	N	Y	N	N	Y	O	Y	Y	O
Benedetti	Pa.	Y	Y	Y	N	Y	N	Y	Y	N
D'Andrea	Pa.	Y	N	N	N	Y	N	Y	Y	N
Dattola	Pa.	Y	Y	Y	N	Y	N	Y	N	N
Hackett	Pa.	Y	Y	N	N	Y	N	Y	Y	N
MacRae	Pa.	Y	O	Y	N	Y	O	N	Y	N
Velez	P.R.	O	O	O	O	O	O	O	O	O
Mello	R.I.	O	Y	N	N	Y	N	Y	N	N
Marks	S.C.	Y	O	O	O	Y	N	Y	Y	O
Watkins, C.	S.C.	Y	Y	O	O	Y	N	N	Y	N
Smith, D.	S.D.	Y	Y	N	N	Y	N	Y	Y	N
Beasley	Tenn.	N	Y	Y	N	N	N	N	Y	N
Benson	Tenn.	N	Y	Y	N	N	Y	N	Y	N
Tilson	Tenn.	N	Y	Y	N	N	Y	N	Y	N
Amend	Tex.	N	Y	Y	N	N	N	Y	Y	O
Reininger	Tex.	Y	Y	Y	N	N	N	Y	Y	O
Stephenson	Tex.	Y	Y	Y	N	Y	N	Y	Y	N
Williams	Tex.	N	Y	Y	N	O	N	Y	Y	N
Bennett	Utah	O	O	O	O	Y	N	N	Y	Y
Chaffee	Vt.	N	Y	Y	N	N	Y	Y	Y	Y
Lawrence	Va.	Y	Y	N	N	N	N	Y	Y	N
Moody	Va.	Y	Y	N	N	N	Y	N	Y	A
Perdue	Va.	Y	Y	Y	N	O	Y	N	Y	N
Armbrust	Wash.	Y	Y	N	N	Y	N	Y	Y	O
McDaniels	Wash.	Y	Y	N	N	Y	Y	Y	Y	O
Noell	W.Va.	N	Y	Y	N	N	Y	Y	Y	O
Blank, J.	Wis.	Y	Y	N	N	Y	N	Y	Y	O
duVair	Wis.	Y	Y	N	N	Y	N	Y	Y	O
Niemeier	Wis.	Y	Y	N	N	Y	N	Y	Y	O
Blakeslee	Wyo.	Y	Y	Y	N	Y	N	Y	Y	O
Tate (at large)	Ga.	O	O	O	O	O	Y	N	Y	N
McGuire	Ex.Com.	N	Y	Y	N	Y	N	Y	Y	N
Wise	Ex.Com.	Y	Y	Y	N	Y	N	Y	Y	N
McGarigal	Ex.Com.	Y	Y	Y	N	Y	N	Y	Y	O
Bowser	Ex.Com.	N	Y	Y	N	Y	N	Y	Y	O
Hickman	Ex.Com.	Y	Y	Y	N	Y	N	Y	Y	O
Ocasek	Ex.Com.	Y	Y	Y	N	Y	N	N	Y	O
Ryor	Ex.Com.	Y	Y	Y	N	Y	N	Y	Y	O

understood; therefore, I vote against the motion to print all roll call votes."

**Louise Tilson, Sam Beasley, and Jack Benson (Tenn.)*—"The Directors from Tennessee voted against the publishing of the roll call vote in the NEA REPORTER for the following reasons:

1. The amount of space required in the REPORTER for this purpose would be very costly in lost space for other communication needs with membership.

2. The publishing of a roll call vote would be of little benefit in determining the Director's position unless a complete transcript of the debate, parliamentary moves, etc. is attached.

3. The Tennessee Directors report regularly to the State Association their position on each consequential issue. This is a more meaningful report than the publication of a simple roll call."

**Vincent Lamb (Calif.)*—"The 'no' vote is not indicative of an unwillingness to comply with New Business Item 45 of the 1972 Representative Assembly. It is not indicative of a desire to conceal from my constituents my vote on any substantive issue. That vote is already a matter of public record in that it is an integral part of the official minutes of the NEA Board. Since the rationale for each vote may be included with the voting record, a deliberate flooding of the NEA REPORTER with a multiplicity of rationales might mandate that pages of the REPORTER might be devoted to publication of information of little interest to the majority of the membership. My rationale—in toto, unedited—and that of every Director so inclined to explain his vote must now be published although I oppose such publication."

**Henry Woods (Miss.)*—"My reason for voting 'no' on Item 16—it was not a financial item and not in keeping with the kinds of things we are about in Mississippi. It is my additional thinking that the director is responsible for how he votes to the membership he represents, and his actions are justified when he makes such reports to the membership."

**Anthony Butler (Ala.)*—"The rationale for my voting 'no' on publishing all roll call votes in the NEA REPORTER was due to the fact I interpret the RA to mean that all financial matters and matters of major policy changes should be printed. The motion made extended beyond what I interpret the RA intention for us to do which may create a financial burden in the Association.

"I have no objection of having my vote recorded and would like to have a legal opinion of the intention of the RA."

**Carl Harner and Vetris Martin (Fla.)*—"We do not object to being accountable to those who elected us nor do we object to our roll call votes being published in our state publication. We feel that, since all minutes are available to every member upon request, that all roll call votes are public information and that it is a needless waste to publish all roll call votes in NEA's REPORTER when there are more important issues."

ROLL CALL NO. 2
EXPENSES AND FRINGE BENEFITS FOR EXECUTIVE OFFICERS

(Swanson—Floor)

Adopted a policy for executive officers on expenses and fringe benefits.
Vote 96-YES, 9-NO

ROLL CALL NO. 3
PROPOSED RESOLUTION RE LEGISLATION ON CHILD CARE AND SERVICES

(Ocasek—Wise)

Referred the motion re legislation on child care and services to the Legislative Committee and the Executive Committee with report back to the Board of Directors at its May meeting.
Vote 73-YES, 30-NO

ROLL CALL NO. 4
UNISERV ADVISORY GUIDELINES

(Armbrust—Martin)

Defeated, upon recommendation of the UniServ Advisory Committee, the following proposed revision of the UniServ Guidelines that had been referred to the committee by the Board of Directors:

"Funding shall be based upon the objective that at least 1,200 unified members will be served by each UniServ representative, except in circumstances where inordinate hardships related to sparsity of population or similar geographical problems exist. The funding shall be for the specific purpose of UniServ staff employment.

"A state affiliate (or unified local affiliates in a non-unified state) that agrees on the most efficient use of staff personnel may qualify for one grant for every 1,200 unified members."
Vote 92-NO, 13-YES

ROLL CALL NO. 5
NEED FOR AN NEA DUES INCREASE

(McGarigal—D'Andrea)

That the Board of Directors seek passage by the 1975 NEA Representative Assembly of a Bylaw change that will increase Association dues $10: thirty dollars ($30) annual dues to become effective on September 1, 1976, and thirty-five dollars ($35) annual dues to become effective on September 1, 1978.
Vote 80-YES, 25-NO, 1-ABSTAIN

Ada Williams (Tex.) requested a recorded negative position. The following Directors voted negatively and submitted statements:

**Denzil Arrington (Ariz.)*—"I voted against the dues increase at this time as I feel additional information is needed. Information should include the long-range programmatic and fiscal needs of NEA and alternatives for financing its activities."

**Odetta Fujimori (Hawaii)*—"Due to Hawaii's collective bargaining law and the monitoring of all public employees service fees by the Hawaii Public Employees Relations Board, and due to the HPERB's recent ruling against the NEA portion of the services fees for the Higher Education collective bargaining unit, I cast a negative vote."

**Ruth Amend (Tex.)*—"Though I personally believe there is a need for an NEA dues increase, I believe the majority of my constituents oppose it."

ROLL CALL NO. 6
EXCELLENCE IN LOCAL-STATE-NATIONAL RELATIONSHIPS (CPOD)

(Moody—Benson)

Defeated the motion to receive the report of the Committee on Planning and Organizational Development.
Vote 78-NO, 29-YES

ROLL CALL NO. 7

Adopted the Definitions and Criteria of Excellence in Local-State-National Relationships as recommended by the Committee on Planning and Organizational Development, as amended.
Vote 79-YES, 29-NO, 1-ABSTAIN

**Henry Woods (Miss.)* requested that the minutes record his affirmative position on the above motion.

ROLL CALL NO. 8
RESOLUTION RE NYSUT ACTIVITIES

(Wise—Lamb)

On the basis of the report which has been presented to it, the NEA Board of Directors finds that the leadership of the New York State United Teachers has:

1. Presented a distorted picture of the policies and positions of the National Education Association to the teachers of New York;

2. Failed to properly inform (a) the teachers of New York of the advantages of NEA membership, or (b) the local associations in New York of the advantages of NEA affiliation; and,

3. Promoted the interests and image of the American Federation of Teachers while portraying the NEA in a generally unfavorable light.

Accordingly, the NEA Board of Directors directs the NEA Executive Secretary to take such steps as he deems necessary and appropriate to counteract the aforesaid actions by the leadership of the NYSUT and to otherwise promote the interests of the NEA members and the United Teaching Profession in New York.

Vote 98-YES, 14-NO

Statements submitted by the following Board members regarding this Roll Call Vote:

**Lloyd May (Ky.)*—"I submit the following reasons explaining my vote on Proposed Board Resolution Regarding NYSUT: (1) New York not granted due process; (2) Lack of materials presented ahead of time; (3) Secrecy surrounding presentation of the item."

**Merlyn "Pete" Smith (Oreg.)*—"Explanation of my affirmative vote on the NYSUT action of 2/15/75—While I see enough merit in the Executive Committee's investigation to warrant further effort toward assisting our NYSUT NEA members, I take strong exception to the procedures used at the Board meeting. Lack of due process concern by the Board should be remedied at our next meeting."

**Rocco Dattola (Pa.)*—"Agreed with substance of resolution but felt New York leaders should have been heard prior to the proposed resolution."

**Ruth Keeling (Mo.)*—"I voted in the negative because I did not feel New York had been granted due process."

**George Mello (R.I)*—"In spirit I supported the resolution but opposed the method."

Teacher of Year Is Political Activist

At an NEA Center reception for him, Teacher of the Year Robert Heyer (right) talks political action with NEA President James Harris.

WASHINGTON, D.C.—"The inequities that exist in education across this country can be solved only through a national effort, and only a national organization like NEA can provide the resources to do the job," 1975 National Teacher of the Year Robert G. Heyer said here during ceremonies honoring him. A Minnesota junior high school teacher of physical science, Heyer is a member of the Mounds View Education Association, the Minnesota Education Association, and NEA.

He believes that NEA's national lobbying work is the Association's single most important contribution to improving education and the profession. "It took me years to realize the impact of federal legislation," he said, "but I now see that this is one country, and we can't be so narrow in scope as to sit back and say to other states, 'We're doing our thing; you catch up.' That's not doing it for kids."

10,000 Washington State Teachers Mass To Protest Lost School $$

OLYMPIA, WASH.—Nearly 10,000 teachers from 100 local associations massed in the largest protest ever here at the state capitol April 22, to demand funding measures to replace monies lost in school levy defeats.

The Washington Education Association called the statewide action in the wake of an unprecedented number of school levy election failures this year. Out of an estimated $300 million in school levies across the state, $143 million-worth failed. Some 5,000 teachers face layoffs unless the legislature votes alternative funding.

State Superintendent of Instruction Frank Brouillet declared he would actively support a strike by teachers if the legislature adjourned without coming up with an alternative funding method.

WEA President Blair Patrick said, "We are determined to keep pressure on the state legislature to see that they don't adjourn while this devastating problem hangs over our heads."

Declared WEA Executive Director Wendell Verduin, "It should now be overwhelmingly obvious to anyone that taxpayers are fed up with continually being asked to pick up the costs of education that should be provided by the legislature. And it should be obvious that the legislature will continue to pass the buck until it is forced to deal with the problems."

ROLL CALL NO. 9
BASIS OF ETHNIC-MINORITY REPRESENTATION AT REPRESENTATIVE ASSEMBLY

(Slivkoff—Moody)

Defeated the motion to recommend to the Committee on Constitution, Bylaws and Rules a Bylaw amendment to Bylaw 3-1g that would provide that the minority guarantees for the Representative Assembly be based on the teacher population of each state.
Vote 63-NO, 7-YES, 12-ABSTAIN

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to protect your home....

Own a home or condominium, rent an apartment, or live in a mobile home? Your Association knows that as an educator you have unique insurance needs. We've taken steps to help develop special coverage and make it available through money saving plans for members of the United Teaching Profession.

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Save money or increase your coverage by switching to your Association's plan. Many members enjoy one or even both these benefits through Association plans. Your Horace Mann agent can provide you with a comparison of cost and coverage.

As for service, Horace Mann's nationwide team of agents is ready to provide you with trained, expert counsel. If ever there is a technical point your agent cannot answer, he is only a WATS line away from a 24-hour information service at the home office.

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Do you bring your own books, cameras and other materials to class? In most states, Horace Mann plans cover personal property used at another location for educational purposes. The property is also covered while being transported in a car to and from school.

With your Association committed to seeing that you are always treated fairly, you need never fear being unjustly penalized for filing claims.

Before your present policy expires, get all the facts on the Horace Mann policy that meets your needs. For complete information, mail the coupon below.

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NEA Accidental Death and Dismemberment Insurance is designed to help protect against everyday hazards—and the general risk of "just living." Something as unexpected as falling down the steps or stumbling while stepping off a bus can have serious consequences. NEA's AD & D Program has already paid claims resulting from accidents such as these.

An increasing number of members are enrolling for the protection provided by the AD & D Program. These are some of the reasons:

- No medical examination is required for enrollment.
- There is no age limit for enrollment in the basic plan.
- The Program is underwritten by the Prudential Insurance Company of America, a company noted for financial responsibility and reliable service for nearly a century.
- Benefits are paid in full regardless of any other insurance coverage you might have.

AD & D Insurance helps protect you and all of your eligible dependents from the unexpected—worldwide, 24 hours a day, 365 days a year. And for NEA members under the age of 60, there's an optional disability benefit to back up the basic plan. (Dependents are not eligible for the disability feature.)

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Name _____ Phone _____

Address _____

City _____ State _____ Zip _____

School _____ School District _____ Phone _____

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NEA FIGHTS

OF EDUCATION BILL

WASHINGTON, D.C.—Lambasting President Ford's veto of education funding as "outrageous," NEA has launched a lobbying and political action drive aimed at Congressional override of the White House blackball.

The NEA drive is keyed to the U.S. House of Representatives override vote scheduled for Tuesday, September 9.

NEA said the Ford veto of the $7.5 billion measure is a "national disgrace" that "shows contemptuous disregard for

(Continued on next page)

COVERAGE OF THE NEA ANNUAL MEETING BEGINS ON PAGE 3

MEET THE NEW NEA PRESIDENT PAGE 6

"They can't say I'm not doing anything"

—copyright 1975 by Herblock in the Washington Post

Cutting back on crucial education programs for children and youth is unrealistic and unconscionable, especially at a time when schools and colleges are experiencing an unprecedented financial crisis.

"Ford's veto of school funds tells me that he lacks sensitivity to the needs of teachers and children," new NEA President John Ryor declared.

Less than 3 percent of White House vetoes have been killed since 1928.

President	Years	Vetoes	Overrides
Ford	1	36	5
Nixon	5½	43	5
Johnson	5	30	0
Kennedy	3	21	0
Eisenhower	8	181	2
Truman	8	250	12
Roosevelt	12	635	9
Hoover	4	37	3
Totals	46½	1,233	36

NEA Fights Education Funds Veto . . .
(Continued from Page 1)

Congress," which passed the bill by an overwhelming margin: 370 to 42 in the House and 80 to 15 in the Senate.

Ford vetoed the bill (HR 5901) on July 25, saying the measure was inflationary and "too much to ask the American people—and our economy—to bear." NEA immediately pointed out that the President's education budget request represented a $1 billion cut from funds appropriated for the 1974-75 year, that the funds approved by Congress provide only a slight increase over the past year, and that the bill does not even compensate for the 12 percent inflation that seriously undermined school budgets in fiscal 1975.

The veto—if it were to stand—would force cuts in emergency school desegregation assistance, impact aid, library resources, aid to the handicapped, and adult education. In higher education, it would mean reductions in student assistance, student loans, and student grant programs.

BUDGET CONFUSION

There has been some confusion over the amount of the fiscal year 1976 appropriation because this is a transitional, 15-month year (fiscal year 1977 does not begin until October 1, 1976) and the overall figures for this period—plus advance funding for several major programs in fiscal 1977—are misleadingly large. Comparing the proposed Congressional funding for the first 12 months of fiscal year 1976 with total appropriations for fiscal year 1975, NEA found the net increase to be only $220 million. The comparable 12-month totals are: $7.075 billion enacted for last year, and $7.295 for the 1975-76 school year—an increase of only 3.1 percent

The White House announced that Mr. Ford specifically believed that impact aid (to compensate school districts with large enrollments of federally connected children) should be reduced sharply and that aid to higher education ought to be going to individuals rather than institutions. NEA has insisted that impact aid be maintained and be funded at the maximum level in this fiscal year to protect the many school districts whose very existence depends largely on this federal support, and that any changes in funding should be worked out through approaches that protect the solvency of the schools as support mechanisms are implemented.

MESSAGE TO CONGRESS

NEA has called on its affiliates and members to contact their Congressional delegations, urging a vote to override the President's veto. Among the justifications NEA asked its members to convey to Congress:

- Although HR 5901 exceeds the President's budget, it is $700 million *below* the budget ceiling established by the Congress under the new budget action (PL 93-344). In addition, the excess over last year's appropriation is *not* above inflation cost increases.
- Savings in elementary and secondary education expenditures at the federal level will have to be made up by state and local taxpayers because school budgets have already been set for the 1975-76 school year.
- A cut in funds for colleges obliges many institutions to pass on the cost to students in the form of higher tuition and to cut back on educational services.

nea reporter

nea helping teachers teach

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John Ryor
President
Terry E. Herndon
Executive Director
Susan Lowell
Publisher
Marshall O. Donley, Jr.
Editor
Sal Streett
Assistant Editor
Karen Sheppard
Assistant to the Editor

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Economic Crisis in Schools

NEA delegates—8,296 strong—gathered in Los Angeles this summer for the Association's 113th annual meeting. Representing NEA's 1.8 million members, the teachers acted under the theme, "Educational Strategies During an Economic Crisis."

LOS ANGELES—Teachers of America—anxious and frustrated by the economic crisis caused by recession and inflation—declared this July that cutbacks in education are both unconscionable and dangerous to the nation.

"Present policies of school cutbacks in personnel and funds are indefensible, myopic, and irresponsible," 1974-75 President James A. Harris warned at the meeting. "While qualified persons search unsuccessfully for teaching jobs, the birthright of children—a good education—remains in serious jeopardy across the nation," Harris declared.

He warned that the nation is flubbing the opportunity to profit from the present record supply of qualified educators. "We should be using them to prevent or reduce overcrowded classrooms, raise the quality of education for handicapped and disadvantaged children, individualize instruction and curriculum, make kindergarten programs universal, upgrade adult education, reinstate financially induced cutbacks in school offerings and services, improve general education, and spur other advancements," he said.

An NEA report released here shows that if every one of the 223,450 beginning teachers from the 1974 graduating class had been hired, this still would have been 466,500 short of the number needed to bring a "minimum standard of quality" to America's schools.

"Undercutting our education programs," Harris said, "will only ensure more

(Continued on next page)

"The National Education Association believes that free public education is in a financial crisis due to mounting inflation and declining enrollment. The United Teaching Profession seeks to maintain and expand educational programs for students by seeking public and legislative financial support."
1975 NEA resolution

Threatens the Nation

SAY NEA TEACHERS AT THEIR ANNUAL MEETING

"The NEA's absolute top legislative priorities shall be: (1) winning a collective bargaining bill for teachers everywhere in the nation, and (2) reforming school finance so that the federal government contributes at least one-third the cost of public education."
1975 NEA business item

"The NEA supports the desegregation of the Boston schools and favors whatever legal steps are necessary to enforce Judge Garrity's order."
1975 NEA business item

"The 1975 Representative Assembly reaffirms New Business Item 14 of the 1974 Representative Assembly as follows: 'The NEA and its affiliates will not enter into a merger requiring affiliation with AFL-CIO or any other labor organization.' "

"The Association believes that legislation must provide funds to expand current multicultural and language programs."
1975 NEA resolution

"The United Teaching Profession shall continue to work for the ratification of the Equal Rights Amendment and, upon ratification, for the achievement of equality. Further, after 1976 no future NEA Representative Assemblies shall be held in states which have not ratified the Equal Rights Amendment."
1975 NEA business item

Convention Coverage...

(Continued from preceding page)

crime, larger welfare rolls, fewer productive taxpaying citizens, weakened military strength, and less individual fulfillment."

The more than 8,000 NEA teachers attending the meeting here agreed that what is needed is an intensification of public education and re-education. They called for their Association to work even harder to maintain and expand educational programs for students.

RYOR ELECTED

John E. Ryor, a Battle Creek, Michigan, high school math teacher elected NEA president for the coming two years, blamed the problem on unresponsive politicians. "Every politician who carries an attache case says education is the backbone of society," he said, "but that is not consistent with how teachers are treated and paid." He promised that teachers would use their newly found political power to correct this situation by replacing those elected officials who do not support funding for public schools.

Endorsement of a U.S. Presidential candidate will be an option offered to next year's NEA delegates. Following a procedure approved in 1974 and modified here, teachers who are delegates to the 1976 NEA annual meeting in Miami Beach will be given the opportunity to endorse a candidate for President, though they will also have an option for no endorsement.

NEA delegates here voted to press forward with NEA's fight for increased federal support of schools —to expand the federal share of public school financing from the present seven percent to a full one-third.

The delegates also reaffirmed the association's drive for a federal bill that would ensure collective bargaining rights for teachers and other public employees. And the NEA delegates rejected—as they have now for three consecutive years—efforts to bring the Association into a merger with the smaller (450,000-member) American Federation of Teachers, an AFL-CIO union. The NEA teachers voted to reaffirm their position that "NEA and its affiliates will not enter into a merger requiring affiliation with AFL-CIO or any other labor organization."

DUES INCREASE

The 8,296 NEA delegates adopted a dues increase by a 64.8 percent margin. As a result, NEA active membership dues will increase—$5 in September 1976 (for a total of $30) and $5 in September 1978 (for a total of $35). The increase was recommended by NEA's Board of Directors, based on a study by a committee of local, state, and national leaders who researched NEA's financial status and future aspirations.

Another action taken by the Representative Assembly paves the way for active membership in NEA for noncertificated as well as certificated personnel. The amendment allows active membership for persons employed less than 50 percent of the normal schedule time at one-half the cost of active dues. Educational personnel employed 50 percent of the time or more pay full dues.

The delegates debated at length new requirements for election of ethnic minority members as delegates to annual meetings. They voted to require stricter compliance with an Association bylaw in this area and demanded earlier reports from the Association's credentials committee.

The minority-involvement guarantees are part of the new NEA constitution and bylaws, which go into full effect this fall. The new documents also call for the election of the NEA president for a two-year term; thus Ryor, elected here, serves as president from September 1, 1975, to September 1, 1977. Officers may be re-elected once.

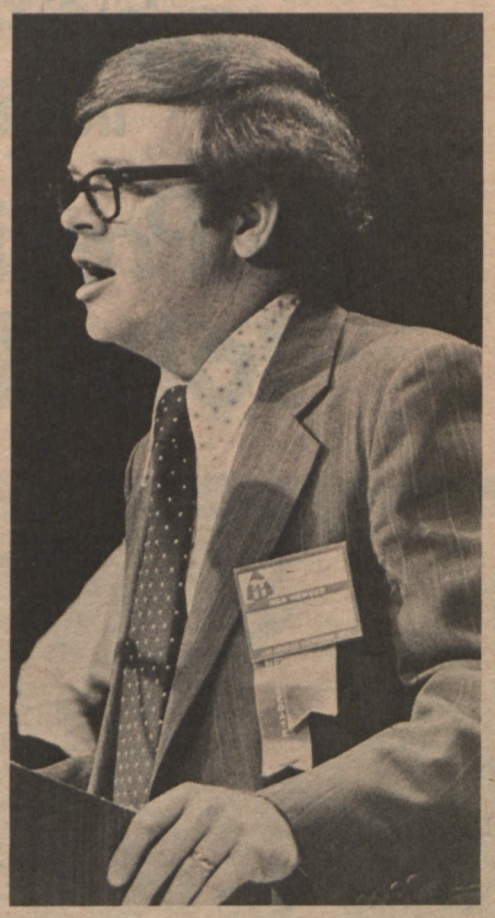
Under the new rules, the delegates also chose a vice-president for the same two-year period; he is Minnesota teacher Willard McGuire, who was re-elected. They picked six members of the NEA Executive Committee: Bill Cummings, a Georgia educator, and Rocco Dattola, a Pennsylvania teacher, for one-year terms; Elaine Marks of South Carolina and Lauri Wynn of Wisconsin, for two-year terms; Vivian Bowser of Texas and Hank Harrison of Alaska, for three-year terms.

JOHN RYOR, NEW NEA PRESIDENT, SITS AMONG CHEERFUL MICHIGAN DELEGATES following announcement of his victory. An interview with Ryor begins on page 6 of this issue.

"WE ARE ALL THE LOSERS AS LONG AS A SINGLE PUBLIC EMPLOYEE MUST 'TAKE IT OR LEAVE IT,' " Harvey Zorbaugh tells the NEA delegates. New director of the Coalition of American Public Employees, Zorbaugh told the teachers that the coalition "is working hard" to pass national legislation guaranteeing teachers and other public employees the right to collective bargaining. The coalition includes NEA (its largest member), the 700,000-member American Federation of State,County, and Municipal Employees (AFL-CIO), the National Treasury Employees Union, the American Nurses Association, and the Physicians National Housestaff Association. Together the coalition represents some three million public employees, Zorbaugh said.

HENRY CROW DOG, ONE OF THE MOST FAMOUS LAKOTA SIOUX spiritual leaders, received NEA's coveted Leo Reano Memorial Award here at the Ninth Annual Human Rights Dinner. The award was presented for his creative leadership in solving critical social and cultural problems of Native Americans.

THE RACE FOR NEA OFFICE WAS HARD FOUGHT, with a runoff election needed for president and for one of the two-year Executive Committee posts. Illinoisan Roberta Hickman, here talking with a potential voter, came within one vote of the runoff for president. Michigander John Ryor won that election.



NEA IS NOW THE FASTEST-GROWING PUBLIC EMPLOYEE ORGANIZATION IN THE WORLD, NEA Executive Director Terry Herndon tells the NEA Assembly. He reported that NEA has added 4,200 new teachers to its membership rolls weekly for the largest yearly membership gain in its history, increasing by some 217,000 teachers. Herndon predicted that NEA membership will reach 1.9 million by September 1976.

NEA VICE-PRESIDENT WILLARD MCGUIRE ACKNOWLEDGES CHEERS at the Los Angeles meeting where he was re-elected without opposition. McGuire serves a two-year term along with President John Ryor. Also elected in Los Angeles were Bill Cummings, a Georgia educator, and Rocco Dattola, a Pennsylvania teacher, for one-year terms on the Executive Committee; Elaine Marks of South Dakota and Lauri Wynn of Wisconsin, for two-year Committee terms; Vivian Bowser of Texas and Hank Harrision of Alaska, for three-year Committee terms.

"The Association insists that federal funding for Indian education be expanded to effect necessary improvements."
1975 NEA resolution

"In school districts enrolling Chicano students, the Association urges the employment of bilingual visiting teachers and counselors to meet Chicano student needs."
1975 NEA resolution

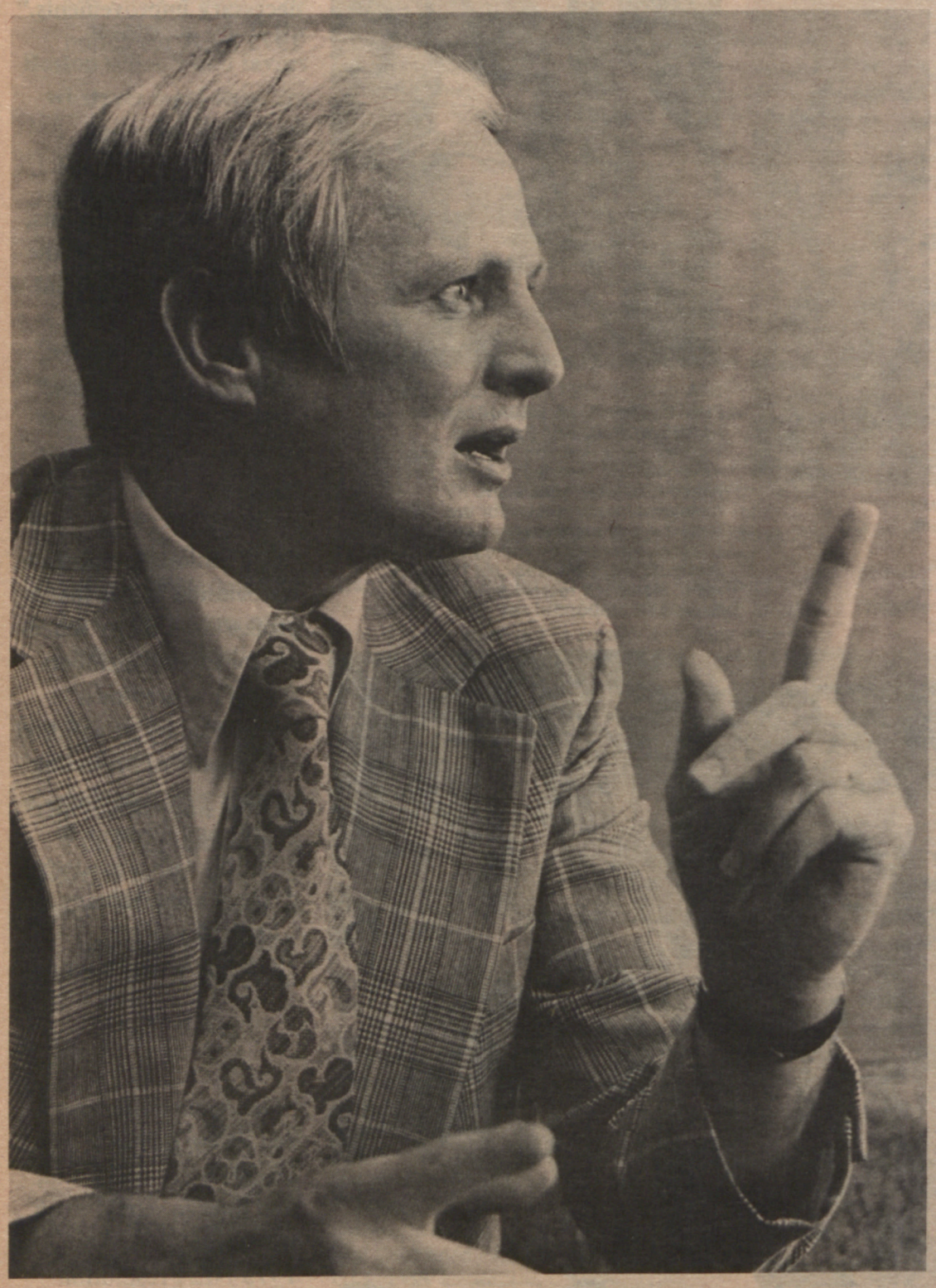
"The National Education Association insists that a professional salary schedule for faculty members should . . . provide a starting salary of $15,000 for a qualified beginning teacher with a bachelor's degree and advance to $34,500 with a master's degree or equivalency within 10 years."
1975 NEA resolution

"The Association condemns the jailing of teachers, excessive bail, and fines in school work stoppages."
1975 NEA resolution

People in the News

nea reporter INTERVIEWS

New NEA President John Ryor



NEA REPORTER: What is your professional background?

RYOR: I'm a graduate of Western Michigan University. My undergraduate degree is in mathematics and history, and my M.A. is in mathematics education from WMU. I have taught for 18 years in the Springfield, Michigan, schools—high school mathematics for the most part. I was proud to have been chosen Michigan Teacher of the Year in 1972.

NEA REPORTER: When you are not teaching or involved in association work, what do you do?

RYOR: A great deal of time is spent with my family. My wife, Carol, and I have six children aged five through 16. I love playing tennis—which I coached for 15 years—and I play the game as much as possible, mainly with my son and with my wife. I read a great deal—as an avocation and because I feel a need to understand more about myself and about people. Most of the books I've read in the last three years have had a great deal to do with the history of social movements—Emerson, Thoreau, Gandhi, Martin Luther King. I am interested in the relatedness of their separate commitments in striving to see that a better world really emerges.

NEA REPORTER: How did you get into association activities?

RYOR: Very suddenly. I came back from a summer at graduate school and found that my local association president had received a fellowship and was to be gone for the year. Since I had been elected vice-president, I suddenly became president. Inasmuch as I had the position, I thought it was a good opportunity to do some things that I was concerned about. So—in 1964, before public employee collective bargaining had been made legal in Michigan—we hammered out what was called a "professional negotiation" agreement. It had no teeth in it—but we were on our way with one of the first agreements in the country.

NEA REPORTER: So that term as president in Springfield got you involved in association work?

RYOR: I served as local president for two terms. In 1965, our local negotiated its first real contract, and we had one of the first teacher strikes in the state. I found that I had become a strong advocate for teachers. And I found, as an elected representative of teachers, that advocacy meant working for those things that *teachers* view as important. That was—and still is—consistent with what I believe educational decision making is all about.

NEA REPORTER: What other association offices have you held?

RYOR: After my two years as local president, in Springfield, Michigan, I became president of our four-county regional association. Near the end of my regional term, the Michigan Education Association director in the region died and I was asked to fill the remainder of his term. After serving on an interim basis, I ran for a full term on my own. While in office, a variety of state leaders were suggesting that I run for the presidency of the Michigan

From John Ryor's Nomination

We desperately need an NEA president who will stand before the power brokers and the TV camera to denounce the kind of economic tune teachers have been forced to dance to. The NEA president must say loudly and clearly, "We aren't going to listen to the 'Bargain Basement Blues' any longer; we've had enough of that song and dance; and it's time someone said so!"

I think it's the cruelest of ironies that this country pays verbal homage to education as "our greatest national asset" and then refuses to fund even the minimal educational programs necessary to educate kids.

It is significant that while politicians continue to promise a "New Dawn" and an "Open Door," our colleagues all over the country are being

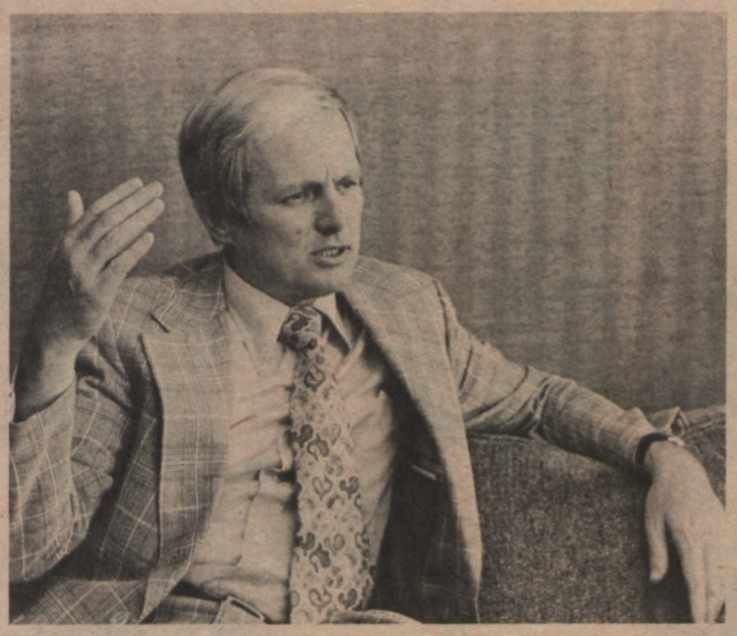
Education Association. I was interested, I did run, and was elected in 1971. The following November I was elected president of the National Council of State Education Associations. And at last year's NEA convention in Chicago I ran for and was elected to the NEA Executive Committee. Subsequently, several friends and advisers strongly urged that I run for the office of NEA president. I agreed.

NEA REPORTER: What is your perception of the NEA president's role?

RYOR: We have not heretofore had a two-year presidency in this organization, and I see my presidency as an opportunity to move in new directions. I believe an NEA president succeeds only when other leaders, and members in general, are convinced that the president's perceptions of member and educational needs are synonymous with their own feelings about these needs. I see my election as a reflection of teachers' desires to "buy into"—to have ownership in—the directions and programs of their own association. I believe it is the role of a leader—not just the president but all leaders—to convince members that their opinions are important, that leaders *are* interested in their input *prior to* and not after decisions are made. And I think the climate for that—the attitude, the mood—is set in large part by the chief elected officer, the president.

NEA REPORTER: You said in your campaign that something should be done about the low economic status of teachers. Where would you start?

RYOR: Political power is the key to this, in my opinion. Teachers—the chief propagators of the democratic system in this nation—are the backbone of our society. Every politician important enough to carry an attache case is constantly reminding us of that. But the politicians who want our help getting elected try to forget us later. By and large they perceive teachers as public servants and as economic eunuchs. They think teachers should have a dedication that rises above the economic and social needs that are so important to other groups in our competitive society. I think this is an unreal expectation on their part, and we are here to see that elected leaders will *not* forget us.



NEA REPORTER: Then teachers should demand more?

RYOR: We pay veterinarians more than twice as much to nurse our pets as we do teachers to shape the minds of our children. Two-thirds of the teachers in this country are making less than the federal government says is the minimum living for a family of four. We have to change this—to demand more. That's what it's all about.

NEA REPORTER: Isn't politics—especially in the aftermath of Watergate—a "dirty" activity "beneath" the teacher?

RYOR: To talk about politics being dirty is a cop-out—another excuse to prevent people with potential power from becoming part of the decision-making structure. I agree that Watergate is a prime example of cynicism about leadership, but I think teachers—of all people—need to work to build leadership that Americans can believe in. Leadership based upon persuasion and consensus, rather than manipulation and rhetoric, will be the means of achieving our political objectives.

NEA REPORTER: Speaking of power, what do you think about NEA merging with the AFL-CIO? Wouldn't this be a way of gaining power?

RYOR: I suppose it would. And merging with the American Medical Association would also be a way to gain power. And merging with the United Auto Workers, or the Teamsters, would also be a way. But if we are talking about a united teaching profession—an *independent* one, free to make judgments that are in the best interest of teachers, education, children—it seems to me that our efforts should be to cooperate closely with those who have common concerns with us. What bothers me about the merger argument is that the proponents of merger offer no *quid pro quo*—they act as if they have all the power and we are sitting here empty-handed. This is nonsense; it's an outgrowth, I think, of a sense of powerlessness that teachers have shared for too long now. We are finally coming out of that—we are starting to realize that we are two million of the very best-educated men and women in the world. We do have a great power of our own, and we do have a means of exercising that power.

NEA REPORTER: Where do you think the future of teacher power lies?

RYOR: I am firmly convinced that teachers—through our great NEA and its affiliates—may be our last best effort to keep this country of ours on the straight and narrow—in its highest tradition. And it's clear to me that this is not going to happen of its own momentum in governmental circles, at least if recent history is any example. As I said before, teachers are the backbone of this nation, of our system. I believe that through the National Education Association teachers can make a difference. I plan to lead the charge.

Acceptance Speech at the Los Angeles Meeting

laid off, ripped off, pink-slipped, and just plain bagged. The time is at hand for us to stop being the economic yo-yo for the ups and downs of the economy. When times are good, teachers' salaries rise all the way to mediocrity; and, when they're bad, we are virtually destitute.

We need to tell the politicians who love us during their campaigns to "come across" after their election. There is no such thing as a politician who is "neutral" about education. Mark Twain may have said it best; "If you take a dog and raise him up and feed him and make him prosperous, he won't bite the hand that feeds him." And, as far as he could tell, "that was the major difference between dogs and politicians."

NEA leaders all over this country must serve notice that we either get the kind of funding that will *do the job* for kids and *protect* jobs of teachers, or we'll institute an accountability system of our own—and many of those same politicians will be out of the legislative halls and in the unemployment lines.

nea

A Delegate's Life in Los Angeles

A Texas delegate to the NEA annual meeting, Billie Cherry finds it hard work but "one of the most exciting weeks of my life."

NEA DELEGATE 1975

Registering was my first official step in Los Angeles, but not my first involvement with the annual meeting. We had a preconvention caucus in Arlington, Texas, which I found to be very beneficial.

During the Critical Issues conference, I sat in on a session on mainstreaming the handicapped child into the regular classroom. Some said that mainstreaming puts a burden on the classroom teacher, and there is much to be discussed, but I think the primary question is, What's good for the child?

I went to the Human Rights Awards banquet, and that was one of the week's highlights for me because Texas received some very distinguished honors. I was very proud to be among the Texans at that occasion.

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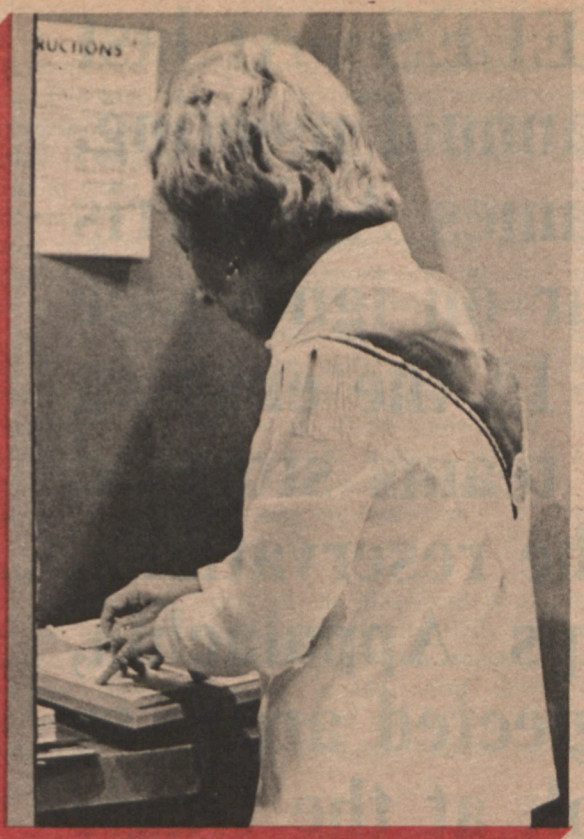
In the run-off election, I voted for Jim Harris. However, before I left home I had read the platform of Ryor and I was very much impressed by it and the things he proposed to do. So I felt that we could not lose with either man.

Billie Cherry chats with 1974-75 President James Harris.

Billie Cherry and others admire the award presented to the Texas association for its human relations program. With Billie are (left to right) William Wood, member of the NEA Human Relations Council; TSTA President Larry Yawn; and Cora Torres, who chairs TSTA's Human Relations Council.

The first election o for Roberta Hickm president and for Bowser, a Texan e our delegation. Th many strong candi was not surprised took the majority vote.

I am pleased to see that NEA has entered the political arena. And I am also happy to see Texas educators becoming more politically informed and involved. In the past we had thought that it was perhaps not professional to become connected with politics, but now we see that if we are going to get legislation for quality education we are going to have to elect legislators who will care about the needs of education.

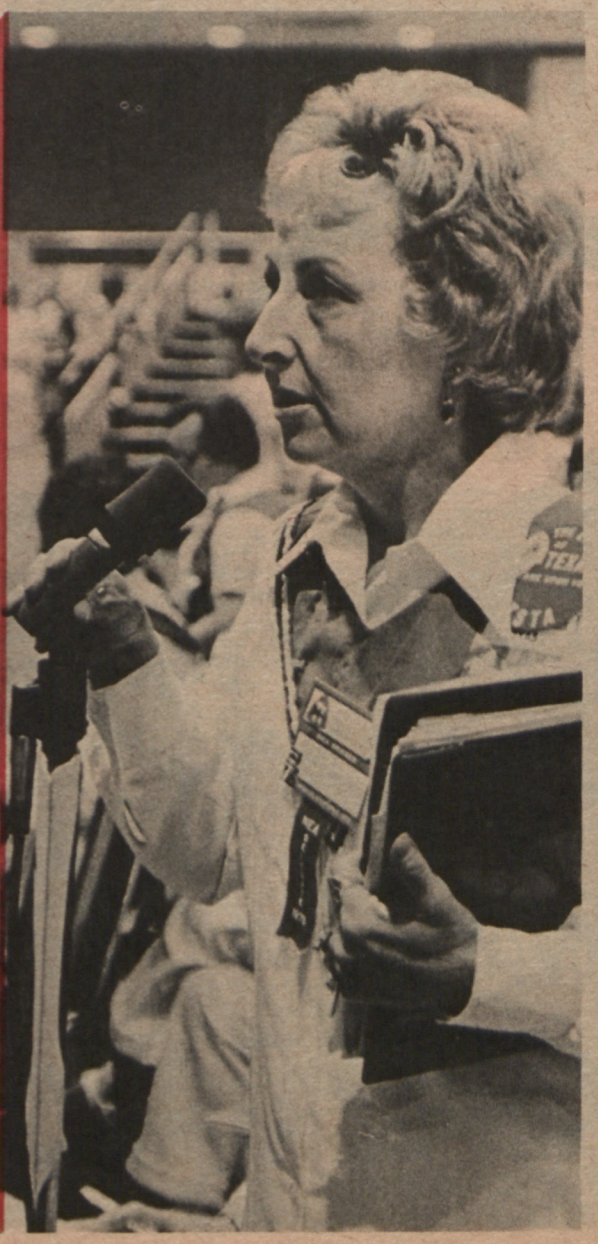


As we voted on the floor of the Assembly, I was very impressed with the dedication of all the teachers there. I was especially proud of the Texas delegation as they stuck to the task, stayed on the floor—they felt a keen sense of responsibility to be there when the votes were taken.

In the run-off election, I voted for Jim Harris. However, before I left home I had read the platform of Ryor and I was very much impressed by it and the things he proposed to do. So I felt that we could not lose with either man.

Billie Cherry chats with 1974-75 President James Harris.

The first election day, I voted for Roberta Hickman for president and for Vivian Bowser, a Texan endorsed by our delegation. There were many strong candidates, so I was not surprised that few took the majority on the first vote.



Billie Cherry and others admire the award presented to the Texas association for its human relations program. With Billie are (left to right) William Wood, member of the NEA Human Relations Council; TSTA President Larry Yawn; and Cora Torres, who chairs TSTA's Human Relations Council.

I believe I saw the NEA Representative Assembly demonstrate that this truly is the governing body of the profession. I was impressed with the strength of the Assembly and very proud to be a part of it.

As I danced at the President's Ball the final night of the meeting, I hoped very much to be elected to another convention.

I am pleased to see that NEA has entered the political arena. And I am also happy to see Texas educators becoming more politically informed and involved. In the past we had thought that it was perhaps not professional to become connected with politics, but now we see that if we are going to get legislation for quality education we are going to have to elect legislators who will care about the needs of education.

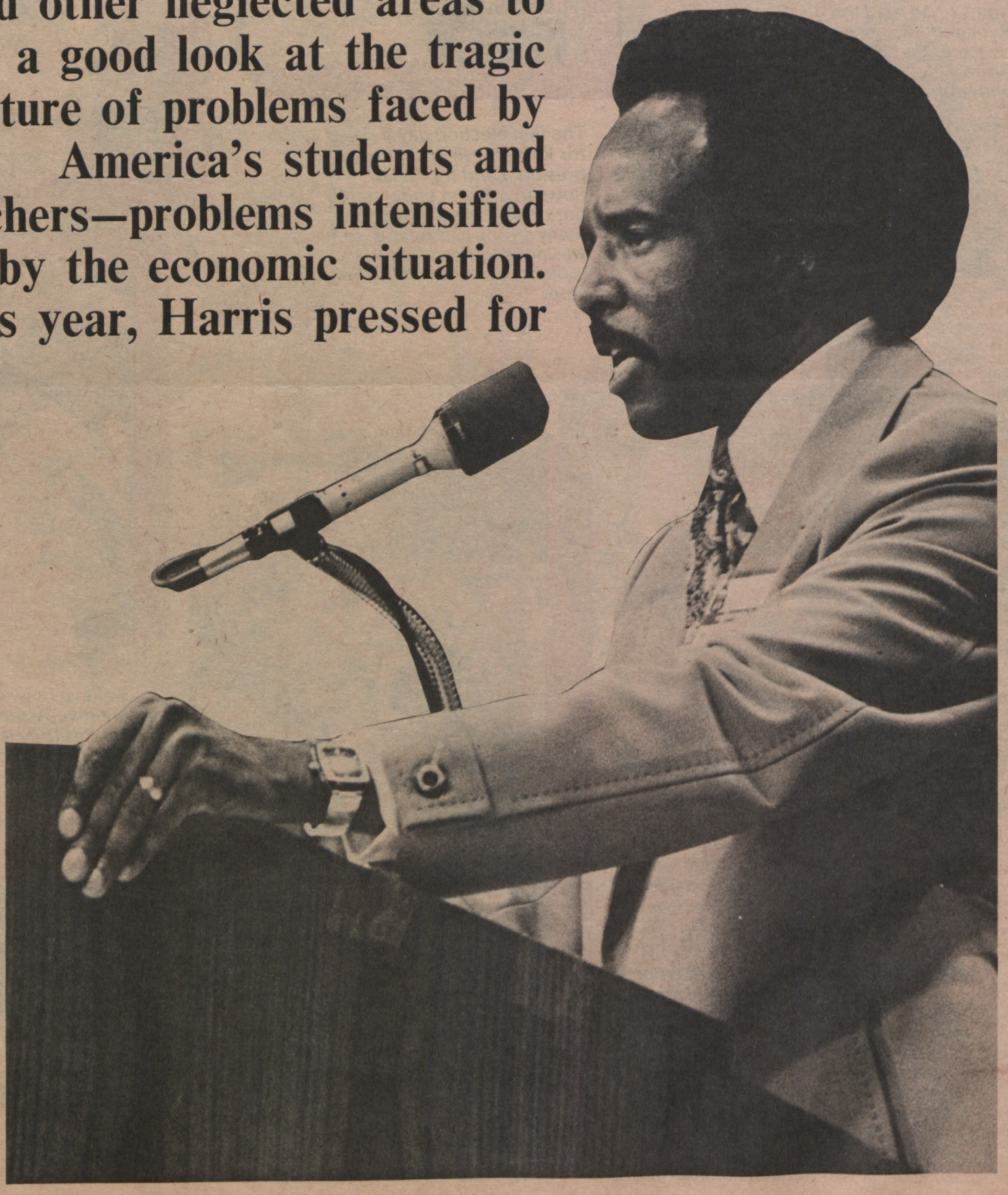
LOS ANGELES—At last year's NEA annual meeting, President James A. Harris called for war on ignorance and neglect. In the ensuing months NEA teams stormed the cities, the reservations, the migrant camps, Appalachia, and other neglected areas to get a good look at the tragic nature of problems faced by America's students and teachers—problems intensified by the economic situation. This year, Harris pressed for a new direction. At the July 3 opening of the 1975 Critical Issues Conference with its theme "Educational Strategies During an Economic Crisis," Harris called on teacher delegates to move to eradicate America's pockets of educational neglect.

"We have taken a long, hard look at the problems; now it's time to dry our eyes and do something," Harris said.

Delegates from across the nation then attended day-long seminars to come up with strategies teachers can use—in the classroom, through their associations, and as partners with other caring community members.

First on each seminar's agenda was a powerful videotape presentation exposing the educational nightmare experienced by Chicanos, First Americans, blacks, women, handicapped and migrant children, and other groups whose needs are not being met by today's financially strapped schools.

Then, eager seminar participants met in groups and pinpointed a number of key channels through which teacher associations can work: collective bargaining, legislation, legal action, coalitions, student



Outgoing 1974-75 NEA President James A. Harris told Critical Issues conferees, "We have taken a long, hard look at the ravages of educational neglect; now it's time to dry our eyes and do something."

involvement, and others.

Delegates approved a series of items calling for equal opportunity for women. One new business item adopted this year bars NEA from holding annual meetings, after 1976, in states which have not ratified the Equal Rights Amendment. Another new business item urges the use of collective bargaining for preventing and remediating discrimination against women.

Congresswoman Margaret Heckler (R-Mass.) told a Critical Issues in Education session that the ERA is "the most direct route" to women's equality. She added that NEA lobbying on behalf of ERA could spell the difference between passage or failure of the amendment.

Multicultural Education

Among the conclusions reached in three simultaneous sessions in the multicultural education seminar were: every child has the right to preserve his or her heritage; academic freedom must be preserved from extremist attacks, with classroom teachers challenging misinformation that comes from extremist groups; sexism and racism cannot be treated as separate issues when dealing with affirmative action programs; and teachers should beware of subtle stereotyping.

Gilbert Martinez, manager of the Bilingual/Bicultural Task Force in the California Department of Education, urged teachers to advocate maintenance of cultural heritage. "Attitudes must be changed," he said, "and an organized effort must be made to effect the desired change."

In exploring extremist attacks on instructional materials, delegates suggested that extremist groups yelling censorship should be met with louder cries for academic freedom. They reported a five-prong recommendation for NEA to implement:

(1) make teachers aware of academic freedom, what it is, how it can be improved, and how teachers can best articulate it; (2) create a responsible capability for the protection of academic freedom; (3) nationally publicize attacks made on academic freedom; (4) create a unit and establish policy on academic freedom; (5) develop and promote legislation to regulate academic freedom.

Mainstreaming

With the advent of a federal law mandating nationwide "mainstreaming" of the handicapped, delegates from each state listed potential problems and sought solutions in preparation for this impending dramatic change to the American public school system.

The pending bill requires integration of handicapped children into standard classrooms. Titled the "Education of All Handicapped Children Act," it has passed the Senate and is nearing a vote in the House. As now written, it would go into effect October 1, 1976.

Based on the principle of educational equality, the mainstreaming bill states that schools must educate "to the maximum extent appropriate" all of the "mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically or health impaired and children with specific learning disabilities *without* special classes, separate schooling or other removal from the regular educational environment."

Stressing that teachers should lead the way in educational awareness, planning, and preparation for mainstreaming, teacher delegates recommended that local associations redefine such areas of negotiability as class size, in-service requirements, public relations needs, preparation and conference time, and reevaluation of certificate requirements. Redefinition of or additions to grievable areas were also called for by the group, encompassing such specifics as supplies and equipment, safety factors affecting pupils and teachers, work load, and teacher liability.

Migrant Children

California has implemented a program which if employed throughout the United States could equalize educational opportunity for 600,000 migrant children. Called the Mini-Corps Program, it is funded under Title I ESEA funds, which are available to every state for migrant education.

A description of the program and a dramatization of the plight of thousands of migrant children were presented to participants in the Critical Issues seminar. The Mini-Corps selects its teacher trainees from migrant families. They complete a nine-week internship in migrant camps and become uniquely qualified to teach migrant children.

Following the Mini-Corps program presentation, delegates went to work in a strategy seminar and developed an action plan. Recommendations included the development of the Mini-Corps concept in all of the states; development of legislation requiring bilingual teachers for culturally different children; involvement of parents in the development, implementation, and evaluation of programs; and the generation of local, state, and national action, through NEA and its state and local affiliates, to accomplish these goals for migrant education.

Violence in the Schools

Fear for personal safety in the classroom is as real as the handguns and knives collected daily on the streets and in the hallways of the schools, teachers at another session agreed. And they agreed, too, that no one section of the country or socioeconomic class had cornered the market on school violence. Inner city, rural, and suburban schools alike are experiencing student-teacher attacks, student-student attacks, and vandalism at an increasing rate, they said.

NEA Vice-President Willard McGuire urged seminar participants to encourage fellow educators to speak out about the degree and magnitude of violence in today's schools. "Even though reporting incidents of violence is often rewarded with a smashed desk, slashed tires, or a battered head; or even though administrators may question your ability to control a class—we must get the truth out in the open and begin to deal with the causes," McGuire said.

Desegration/Integration

Teachers in the session discussing school desegregation agreed that the most productive approach for educators interested in integration at the local level starts with reeducation not only to the dangers of segregation but also to the positive achievements of integrated quality education. Later during the meeting, delegates supported desegregation of the Boston schools and went on record favoring "whatever legal steps are necessary" to enforce the desegregation order there.

A group of young Chicano teachers, all with migrant backgrounds, present their own musical and dramatic work about the Mini-Corps Program—a Title I ESEA-funded program in California to equalize educational opportunity for migrant children.

Entertainer Danny Kaye, UNICEF's ambassador-at-large, advised delegates, chided the establishment, laughed, talked, and sang about his love for children. Sharing the stage is the 60-voice International Children's Choir.

Students, Teachers, and School Services Hard Hit by High Unemployment, NEA Official Says

LOS ANGELES—NEA's Director of Research said here that the Ford Administration's domestic policy which engenders high unemployment—particularly rampant among teachers and young people of high school and college age—is "unconscionable" and further contributes to the economic decline of the nation's public schools.

Speaking at the Association's annual meeting, Jean Flanigan said wide-ranging unemployment not only affects the well-being of students from families with unemployed parents, but also the part-time job opportunities of teenage and college-age youth to sustain themselves in school.

Flanigan, one of the nation's leading authorities on school finance, took issue with the Administration's assessment that the economy is "bottoming out" and added that the economy is really "wallowing around on the bottom."

"The White House is willing to settle for 7 percent unemployment—currently at 9.2 percent—while the President vetoes legislation aimed at putting people, including teachers, youth, and other public employees, back to work," she declared.

She made the comments on unemployment as NEA released its research report on the "Financial Status of the Public Schools, 1975" at an NEA Critical Issues session here on education and economic problems.

High unemployment not only affects the part-time job opportunities of teenage and college-age youth to sustain themselves in school, but also diminishes their prospects of getting jobs after leaving high school or college, she noted, adding:

"Young adults with and without high school diplomas have the highest unemployment incidence of all groups of workers—well over 20 percent unemployment—with young black adults in center cities hardest hit."

Flanigan said students are facing a reduction in education services as a by-product of inflation and recession at the time underinvestment in education results in empty classrooms and unemployed teachers.

"Because of underinvestment in education only one-third of the recent graduates trained for teaching jobs in the elementary and secondary levels, and only one-fourth of the new doctorates, have positions in higher education," said Flanigan. "In addition, the job market for qualified persons returning to teaching after a break in service has almost disappeared."

Flanigan noted that school boards which are squeezed by tight budgets are not hiring experienced, qualified teachers, turning their backs on teachers with a master's or doctorate in education degree to save money.

"The underemployment of persons trained to teach is clearly a function of shortages of school revenues and inadequately financed school programs rather than the lack of need or worth of the potential educational services.

"Yet, continued underinvestment in education and sharp decreases in educational funding in the name of inflation or recession will produce just as serious national ills in the short range and more serious in the long range," she added.

The Administration request for education in the 1975-76 school year is actually $941 million less than was spent on education by the federal government in 1974-75. The federal government spent $7.075 billion on education in fiscal 1975.

"The actual increase in appropriations in 1975 was more than wiped out by inflation, and the Administration's request for zero increase in the 1976 budget is unconscionable in the light of the increasing inflation, the revenue plight of state and local school systems, and the needs of students of all ages for educational services," Flanigan said.

(Since then, President Ford has vetoed the school financing bill passed by Congress—see story, page 1.)

UNISERV FUNDING REPORTED ON STATE-BY-STATE BASIS

The NEA Board of Directors at its November 1974 meeting mandated that the NEA REPORTER list the amount of UniServ funds going to each state. Following is a breakdown, state by state, of the total amount of funds contributed by NEA for contracted UniServ units during 1974-75:

State	NEA Contribution
Alabama	$136,500.00
Alaska	24,500.00
Arizona	78,732.94
Arkansas	7,370.35
California	356,163.62
Colorado	149,000.00
Connecticut	127,000.00
Delaware	25,000.00
Florida	160,833.34
Georgia	98,000.00
Hawaii	68,000.00
Idaho	24,500.00
Illinois	346,799.00
Indiana	255,714.84
Iowa	160,031.93
Kansas	157,371.74
Kentucky	127,500.00
Louisiana	17,000.00
Maine	76,500.00
Maryland	203,048.12
Massachusetts	244,250.00
Michigan	608,357.00
Minnesota	242,456.37
Mississippi	42,500.00
Missouri	66,000.00
Montana	38,500.00
Nebraska	25,500.00
Nevada	17,000.00
New Hampshire	42,500.00
New Jersey	247,478.08
New Mexico	58,500.00
New York	1,164,380.03
North Carolina	112,500.00
North Dakota	8,000.00
Ohio	327,529.33
Oklahoma	53,000.00
Oregon	133,018.75
Pennsylvania	321,000.00
Rhode Island	34,000.00
South Carolina	72,000.00
South Dakota	41,500.00
Tennessee	53,562.50
Texas	24,500.00
Utah	96,080.50
Vermont	24,000.00
Virginia	224,107.55
Washington	221,610.97
West Virginia	—
Wisconsin	242,678.63
Wyoming	8,500.00
NCBIAE *	8,500.00
Overseas	24,500.00
TOTAL	$7,427,575.59

* National Council of Bureau of Indian Affairs Educators

MORE THAN 5,000 BROCHURES DESCRIBING NEA'S BICENTENNIAL MEDALLION were picked up by NEA delegates in Los Angeles, where it was introduced. Created by master sculptor Frank Eliscu, the 2½" medallion is available in solid bronze for $12.50 and in a limited edition of 1,000 in pure silver for $75. The medallions, serially numbered, may be ordered from NEA Order Department, The Academic Building, Saw Mill Road, West Haven, CT 06516. Make checks payable to NEA.

At Tightly Controlled Meeting in Hawaii, AFT Rejects Liberal Proposals

HONOLULU—American Federation of Teachers leaders pulled tightly on the reins of the AFT delegate assembly here July 10-15 to ensure that, at this year's convention at least, unity among delegates would be maintained.

In a "State of Our Union" address, AFT's president limited his remarks to noncontroversial issues—issues that tended to unify delegates rather than divide, such as teacher layoffs and economic problems. Numerous divisive resolutions were tabled, including one on bilingual education.

AFT leaders worked to fix a lock on all convention business. There were tense moments. For example, a resolution on busing evoked an impassioned exchange. When the exchange became too heated, the presiding officer—AFT President Albert Shanker—surrendered the gavel to go on the floor, adding his voice to those opposed to the resolution offered by the union's black caucus. Following his remarks, the black caucus' resolution to "endorse and support desegregation of Boston schools by means of busing" was turned down in favor of a resolution that omitted the word "busing" altogether.

A "safe" issue did manage to emerge as a top priority of the AFL-CIO union, however. The 2,110 delegates voted unanimously for a resolution calling for the establishment of a national program of early childhood education as part of an "Educare" package.

(NEA is pushing for federal legislation that could be the first step toward opening the nation's public schools to millions of additional children by expanding schooling to include children from three to five years of age. The Child and Family Services Act of 1975, currently under consideration in Congress, is viewed as the opening wedge towards establishing a universal education program beginning with three-year-olds.)

The AFT convention here marked the conclusion of Shanker's first year as president. With another year before the end of this term, Shanker said he plans to continue in his additional posts as president of New York City's United Federation of Teachers and as executive vice-president of the New York State United Teachers.

School Busing at Issue

Critique of Coleman Distributed at NEA Meeting

LOS ANGELES—One of the most provocative arguments against the recent Coleman reversal on busing surfaced at NEA's annual meeting here in July.

Meyer Weinberg, noted researcher and editor of *IntegratEducation* magazine, distributed a "Critique of Coleman" among delegates and press in which he labeled the Coleman reversal "a contradiction of the main run of research."

Professor James S. Coleman, author of the 1966 Coleman Report and oftimes identified as the architect of busing, recently proclaimed that school busing—particularly cross-district, city-suburban busing—may be doing more harm than good. His change of attitude sent shock waves through the liberal community, for it was the celebrated Coleman Report that gave civil rights leaders much of their ammunition for their fight against segregated schools.

"The amount of 'science' in Coleman's latest work is minimal," says Weinberg, who discredits Coleman's recent method of research and exposes the alleged misapplication of statistics contained in Coleman's April speech before the American Educational Research Association.

NEA Teacher Rights Director Samuel B. Ethridge described Weinberg's critique as "the best argument yet" against the Coleman capitulation.

Weinberg not only attacks Coleman's new conclusion—that busing is killing integration, not promoting it—but he also assails Coleman's supportive arguments. "Coleman contends that mass busing is frightening away white parents from the central cities. He based this on calculations that one-fifth of white parents in a half-white, half-black school district moved out because of a wish to avoid desegregation. This was true, he asserts, of the twenty largest school districts in the country during 1970-73."

"Two questions can be raised about this calculation," says Weinberg. "First, among this group of school districts, almost no desegregation or busing occurred during 1970-73. Included are New York City, Los Angeles, Chicago, Philadelphia, Detroit, and others. Second, even if white parents stated their intention of fleeing the cities, this is not necessarily what they would have done."

Weinberg's critique points to at least five other reputable researchers whose studies run counter to Coleman's view that white flight is an inevitable consequence of mandatory desegregation, especially in the largest cities. "Coleman failed to mention any of these studies in his April, 1975 paper," Weinberg said.

Weinberg charges that Coleman's newest blast "can only help us return to the dark days of free choice for whites to attend schools with their white neighbors only. It is contradicted by the constitutional necessities of the present," he asserted.

Weinberg appealed to teacher delegates and the press through his critique to "reject essentially destructive orientations such as Coleman placed before the nation on April 2, 1975."

Florida NEA Affiliate Wins Key Higher Ed Election

TAMPA, FLA.—The first-ever collective bargaining representation election in higher education under the Florida collective bargaining law was won here recently by the FTP-NEA Chapter at Hillsborough Community College.

The faculty chose FTP-NEA representation by a vote of 92 to 16; better than 85 percent in favor of Association bargaining.

FTP President Carl Harner and NEA Higher Education President Jim Davenport called the vote "an overwhelming mandate from the faculty to FTP-NEA to enter into immediate negotiations to produce a master contract for all faculty."

NEW RULES TO END SEX BIAS ARE AN IMPORTANT ADVANCE, NEA SAYS

WASHINGTON, D.C.—The release of a new regulation for Title IX of the 1972 Education Amendments is "an important advance in women's quest for equity in education," NEA officials declared this summer.

The new federal regulation—effective July 21—spells out Title IX's prohibitions against sex bias in student admissions and treatment and also employment practices in 16,000 school districts and 2,700 post-secondary institutions receiving federal aid. Violations could result in cutoff of funds or a federal lawsuit to force compliance.

The regulation calls for "institutional self-review," requiring educational institutions to examine existing policies and practices which are discriminatory and to take steps to correct them. "This process, which is closely related to what NEA had previously termed 'educational program affirmative action,' holds great potential for making persons aware of the covert forms of discrimination and provides the opportunity for education agencies and institutions to operate within the law," NEA officials said.

"Teacher and faculty associations," the officials continued, "can work with community and women's groups, as well as parents to make sure that action is taken to find areas of deficiency and to remedy the effects of sex, as well as race, bias. Analyses of present programs available to girls and women and minorities in schools and colleges promises to bring about far-reaching changes in patterns of job and educational opportunity," they added.

For teachers and other employees of education institutions, the employment provisions are clear-cut. No employee, either full- or part-time, in any institution from elementary to graduate school, may be discriminated against by sex in recruitment, application, hiring, upgrading, promotion, consideration for and award of tenure, demotion, transfer, layoff, termination, application of nepotism policies, right of return from layoff, rehiring, rates of pay or other compensation, assignment, seniority, terms of any collective bargaining agreement, fringe benefits, or "any other term, condition, or privilege of employment."

It is likely that administrative jobs will be opened up to women. Title IX specifically bars discrimination on the basis of marital or parental status or due to pregnancy-related disability, and it also permits no exceptions to the policy of treating pregnancy like any other temporary disability.

The rules of treatment of students call for non-sex-biased practices in

- providing equal housing, health services, and other facilities
- integrating by sex all classes, including health and physical education classes (except for portions of sex education classes and physical education activities involving body contact)
- counseling of students
- admission to programs (e.g., vocational education) or graduate training
- granting scholarships and other financial aid
- providing pregnant students access to educational services.

Women's sports teams must be given equality of opportunity. This will be determined by equal access to facilities, equipment, coaching, uniforms, competitive opportunities, and other services; however, equal expenditures are not required. Sex-segregated sports are permissible where competitive skill is the basis for selection, and for body contact sports.

NEA'S ANNUAL FRIEND OF EDUCATION AWARD is presented to Terry Sanford, former governor of North Carolina and president of Duke University, by Mary Ellen Dolcini, NEA director from California who chaired the award committee. Sanford told delegates in Los Angeles, where the award was presented, that "I have staked my entire life and career on the proposition that there is nothing more significant a free society can do than to promote broad and universal education. When we cut back or neglect education, we cut back on the future of society. Every needed dollar we deny education reduces by some degree the quality of life that we will pass on to generations of Americans to come."

Texas Teacher Named to UNESCO Commission

HOUSTON—Vivian R. Bowser, elementary teacher, past-president of Texas Classroom Teachers Association, and member of the NEA Executive Committee, has been appointed to the National Commission for the United Nations Educational, Scientific, and Cultural Organization (UNESCO).

The Commission is composed of 100 distinguished citizens. Bowser will sit on the Commission as NEA's representative.

NEA SUPPORT SAVES JOBS FOR TEACHERS IN CAROLINAS AND MISSISSIPPI

WASHINGTON, D.C.—NEA support has resulted in victories for North and South Carolina educators who fought arbitrary National Teachers Exam cutoff scores and for two Mississippi educators who lost their jobs incident to desegregation.

More than 50 Charleston, S.C., teachers have won reinstatement to their jobs this fall after losing them because of failure to submit minimum scores on the National Teachers Exam. Supported by NEA, SCEA, and the Charleston County Education Association, ten nonrenewed teachers went to federal court seeking injunctive relief. After a court hearing in July, the school board changed its policy calling for in-service teachers to submit NTE scores above a stated cutoff.

The South Carolina victory follows recent action by the North Carolina legislature to change certification requirements so that teachers previously denied certification for failure to meet a cutoff score—but who meet all other requirements—will be issued two-year probationary certificates. The teachers, who can be hired on the same terms and conditions as persons with regular certificates, can earn regular certificates if they demonstrate sufficient academic competence and receive good classroom performance evaluations.

NEA DuShane Fund officials note that the legislature acted to prevent school boards from having to pay large back-salary settlements in a Title VII suit in which NEA and NCAE intervened, seeking invalidation of the state's requirement that teachers attain prescribed NTE scores as a condition for certification.

Meanwhile, in Mississippi, English teacher Bessie Givhan and guidance counselor Dolly Hodges have won back pay, attorney's fees, and reinstatement to jobs this fall in the Western Line Consolidated School District. U.S. District Judge Orma Smith concluded that the two black educators were wrongfully fired incident to desegregation. Givhan was denied a contract for the 1971-72 school year, while Hodges was not retained for the 1972-73 term.

1974-75 NEA President Harris Tells Members:

'Look Ahead to a Time of Accomplishment'

WASHINGTON, D.C.—As he concluded his term of office as NEA president, James A. Harris issued this statement for all Association members:

"As my term of office ends, I offer my sincere greetings to every member of our Association. The time ahead should be challenging for us, and the coming year holds promise of being a bumper one for Association accomplishment.

"Our chances for a federal collective bargaining law to shore up the teachers' side of the bargaining table appear bright. And although it would be unwarranted optimism to believe the federal government will soon provide one-third of school costs—instead of leaving 92 percent of the job to the communities and states—we will be marching adamantly toward that NEA goal. Through unprecedented political action by an army of committed teachers, our imprint on government will be visible in hundreds of Congressional districts and in every state of the Union.

"Why is the outlook for teacher influence so favorable in the months ahead? Because we now have nearly 1.8 million members, the nation's largest employee organization. Because we are an independent organization, unfettered by ties to other interests. Because we have a unique network of 10,000 state and local affiliates that reach into every corner of the country. Because we have an unequaled body of educated, sophisticated, articulate, and concerned personnel. And, thanks partly to UniServ, because we are increasingly becoming a well-oiled, smooth-functioning, integrated organization operating cooperatively at three levels—local, state, and national.

"We have awesome potential power. But, as I've said before, I have been delighted there is no discussion in NEA of accumulating power for the sake of power. We are what we are, not to serve the narrow interests of one or two power-thirsty individuals or some other organization. We found it necessary to close ranks because teachers are being mistreated and children are being hurt for life. Somebody who cares enough about teachers and students, in your community and across America, had to do something about it. And it is for this reason alone that we must be strong.

"I wish every state and local association, and each of you as individuals, the best in the year ahead. I hope you are looking forward to it with anticipation; I hope you will look back on it with pride."

Colorado Teachers Win Higher Ed Due Process Law

ENGLEWOOD, COLO.—Colorado Education Association massive lobbying efforts pushed through a landmark measure in the General Assembly this summer which grants higher education faculty members due process rights similar to those now enjoyed by their K-12 colleagues.

Described by CEA officials as "the most comprehensive higher education due process procedure in the country," the new law will cover about 5,000 of the state's 8,000 higher education faculty members in two- and four-year public colleges.

As passed, the legislation signed by Gov. Richard Lamm on July 28 provides major breakthroughs for higher education faculty in four areas: nonrenewals, dismissals, suspensions, and reductions in force.

CEA's No. 1 legislative priority—collective bargaining for public employees—was defeated this past legislative session.

"We were beaten in a game where the rules were stacked against us by the Republican Senate leaders, who employed undemocratic tactics to keep a bargaining bill from passing," said Cecil J. Hannan, CEA executive secretary. "Our resolve is not diminished," Hannan told CEA members. "We teachers must now join together with new determination to create a legislative climate where a good bargaining bill can be seriously considered, pass both houses, and become law."

NEA Wins Millions in Back Pay for Overseas Teachers

WASHINGTON, D.C.—NEA and its affiliate, the Overseas Education Association, reported here that courts have issued a final decree in a back-pay suit which will provide some 20,000 present and former teachers in American overseas schools up to $60 million.

As a result of a years-long court battle pressed by NEA and OEA, overseas teachers will receive back pay based on current year salary schedules of their statewide counterparts and they will be given credit for up to 10 years previous experience. Under the ruling, the Department of Defense must make retroactive adjustments for all teachers currently in the overseas school system and for all former teachers since 1966. The official notice to Overseas Dependent Schools teachers reads as follows:

OFFICIAL NOTICE TO FORMER OVERSEAS DEPENDENT SCHOOLS TEACHERS

This is an official Notice to all those who were employed in the Overseas Dependents Schools at any time on or after April 14, 1966. In that capacity, you have a right to recover damages resulting from certain pay practices of the Department of Defense, as a member of the class of Plaintiffs in a legal case of which you are presumably aware. That is the case called *Virginia J. March, et al.* v. *United States of America,* which is officially docketed in the United States District Court for the District of Columbia as Civil Action No. 3437-70.

The Court decisions provide in summary that the following pay practices were not in accordance with the law and that the Government must pay damages resulting therefrom:

(1) The rates of basic compensation were paid equal to Stateside rates one year late, rather than on a current basis; (2) a ceiling of two Steps was imposed upon Step placement for new ODS teachers, rather than giving them the same credit for additional teaching experience as would have been afforded by stateside schools to stateside teachers; and (3) in addition, the daily rate was computed on the basis of a 210-day, rather than 190-day, School Year.

If you feel that you are entitled to recover back pay in accordance with the above cited Decision *and have not previously responded,* please send your name, address, date of birth, social security number, the years you taught for the ODS and the location of your last duty assignment to Dr. Anthony Cardinale, Director of Dependents Education, Office of the Assistant Secretary of Defense, Manpower & Reserve Affairs, 1400 Wilson Boulevard, Architects Building, Room 138, Rosslyn, Virginia and Mr. Isaac Groner, Cole and Groner, P.C., 1730 K Street, N. W., Washington, D.C. 20006.

This year hang your stocking someplace new.

Choose holiday vacations anywhere from Moscow to Montego Bay, Rome to Rio, or Hawaii to The Holy Lands on NEA Educational Travel tours.

*CHRISTMAS EAST AFRICAN SAFARI (XEAS)

Dec. 19, 1975 — Jan. 4, 1976, $1498 round trip from New York. The long 1975 vacation allows us to offer this two-week safari at the most glorious time of the year in Kenya. Evening departure from New York on Air India 747 jet for London to connect to Nairobi. Highlights: Makuru Bird Sanctuary, Treetops or Mountain Lodge, Masai Mara, Serengeti, Ngorongoro Crater, Lake Manyara, Amboseli, Kilimanjaro, Tsavo, Nairobi city and game park. Includes 3 meals daily in Africa; first-class hotels or lodges with private bath. This was our most popular tour last Christmas and all persons were not accommodated. Register early!

**JAMAICAN INTERLUDE (XJ-1, 2)

Dec. 20-27, 1975 (XJ-1) $399 + 15% tax and service from New York. Dec. 27, 1975 — Jan. 3, 1976 (XJ-2) $419 + 15% tax and service from Boston. You'll spend a week at the new, deluxe ocean-front Rose Hall Intercontinental Hotel in Montego Bay! Your price includes round trip jet transportation via Trans International Airlines; hotel accommodations and pre-registration for 7 nights (based on twin occupancy); baggage handling for two pieces of luggage (44 lbs. total); tips to hotel service persons; rum swizzle party; hospitality desk to book optional tours or assist with individual plans. Optional meal plan providing 5 Continental breakfasts and 5 gourmet dinners $90.00 additional. Single room supplement is $90; children under 12 receive $50 reduction when rooming with parents. Price does not include meals or tips for personal services other than as stated above.

*SKI THE ALPS OF BAVARIA (XGP)

Dec. 24, 1975 — Jan. 2, 1976.
$579 from New York and $692 from Chicago.
Single supplement: $30.
Fly to Zurich, to be met and transferred to one of the world's most renowned ski resorts, Garmisch-Partenkirchen, surrounded by the Bavarian Alps. The giants of the group are Wank to the east, 5,840 feet; the Kreuzeck to the south, 5,420 feet; and to the southwest, on the Austrian border, Germany's highest mountain, the majestic Zugspitze, 9,782 feet. There are slopes for every skier from beginner to expert. Experienced English-speaking ski instructors and the latest skis and boots are available but not included in the price. Garmisch also boasts an Olympic Ice Rink, 28 cable cars and ski lifts, 20 well-tended down-hill slopes, and cross-country skiing. Included in price: transatlantic transportation via Swissair jet; accommodations at standard-class hotel based on two persons sharing a twin-bedded room with bath for eight nights; two meals per day (European breakfasts with cheese, sausage or eggs and three-course dinners), transfers from Zurich to Garmisch and return, and tips to airport and hotel porters for luggage handling.

*LONDON YULE HOLIDAY (XLE-1, 2)

Dec. 21-30, 1975 (XLE-1) $519 from New York. Single Supplement $50.00.
Dec. 24-31, 1975 (XLE-2) $495 from New York. Single Supplement: $40.00.
You will find that it really is "jolly olde England" during your holiday visit to Great Britain. London is exciting to young and old alike, with its pomp, pageantry, and Christmas cheer. Not only will you be there for Christmas, but your visit also coincides with another English traditional holiday, Boxing Day, December 26th. This is a national holiday dating back centuries and refers to the boxing of gifts for the poor. Both trips have the same inclusions which are transportation transatlantic via Air India, accommodations at the elegant Metropole Hotel or similar near the theatres and shops in West End, Continental breakfast daily, transfers from the airport to hotel and return, dinner at the hotel on Christmas and Boxing Day, and a choice of 2 tickets (selection of plays to be made by you upon arrival in London).

*MOROCCAN HOLIDAY (MH)

Dec. 23, 1975 — Jan. 3, 1976
$749 from New York.
An unusual and stimulating holiday vacation in the mystic and imperial cities of Morocco. Visit: Marrakech, a rose-pink oasis city looking toward the snow-capped High Atlas Mountains; Agadir, the point from which to visit the camel market at Goulimine; Essaouira, a remarkable old fortress town with an exciting, mystery-laden atmosphere; Rabat, the capital, distinguished by its lovely gardens and impressive gateways cut through ancient city walls; and Fes, known for its 1190-year-old university, its minareted mosques, its interesting museums. Price includes first-class hotels with private bath, based on double occupancy, Continental breakfast and dinner daily; gala Christmas and New Year's Eve dinner; transfers and sightseeing (two optional tours available from Agadir).

**CHRISTMAS IN THE CANARY ISLANDS (XCI-1, 2)

XCI-1 Dec. 19-27, 1975 — $329 + 15% tax and service from New York.
XCI-2 Dec. 26, 1975 — Jan. 3, 1976 — $329 + 15% tax and service from Boston.
Wing your way to Tenerife, largest island of the Canaries. Presiding over this "sparkling jewel of the Atlantic" is the 12,500-foot-high Pico de Telde, the highest point on Spanish territory. To further enhance the view, spreading below this magnificent peak like a plush blanket lies the scenic Valley of La Orotava, covered with banana plantations and breathtaking tropical foliage. The cosmopolitan city of Puerto de la Cruz is where you'll be staying and "home" will be the deluxe Hotel Melia Puerto de la Cruz located on a cliff overlooking the ocean just 5 minutes from the center of town. This hotel offers every convenience possible, as well as traditional European service. You will get to know Puerto de la Cruz by visiting such famous places as the Jardin Botánico, one of the world's most delightful botanical gardens; the live parrot farm where you can see these vibrantly colored birds performing unbelievable stunts for everyone to enjoy; and the 17th century fortress of San Felipe, now a magnificent museum. The trip is unstructured, affording the opportunity to see and do as much as possible or simply relax and do nothing as you please. Your tour price includes round trip charter jet transportation on Trans International Airlines (see Transportation/land cost data paragraph); hotel accommodations and pre-registration; all baggage handling; all taxes and tips; half-day sightseeing tour of Puerto de la Cruz; a welcome sangria party; hospitality desk to book optional tours or help you with individual plans. Optional dining plan which includes 7 Continental breakfasts and 5 dinners in your hotel is available for $39 per person. Single supplement: $70.

*RUSSIAN WINTER FESTIVAL (XRF)

Dec. 23, 1975 — Jan. 2, 1976.
$862 from New York.
A trip to Russia during the winter is a fascinating and unique experience — a perfect time for visiting museums and attending theatres, the ballet and concerts. A warm coat and warm boots are all you need to brave a Russian winter. This trip includes Leningrad and Moscow, using first-class accommodations with private bath. In addition to regular, scheduled sightseeing, your trip includes three theatre performances, three meals daily, including New Year's party at Moscow's renowned Arbat restaurant, and a troika ride. Your transatlantic flight will be aboard Finnair into and out of Helsinki and aboard Aeroflot, Helsinki/Leningrad and Moscow/Helsinki. Some free time will be available to enjoy the great museums at leisure. Single supplement: $40.

**RENDEZVOUS IN RIO (RBX)

Dec. 23-31, 1975.
$389 from New York City (plus 15% tax and service charge). Single room supplement $79.00 Eight day vacation in Rio de Janeiro, Brazil, features:
- Round-trip jet air transportation from New York via Trans International Airlines DC-8 stretch jet
- In-flight meals and beverages at appropriate hours
- Accommodations for 7 nights at the superior first-class Hotel Gloria, in twin bedrooms with private bath or shower
- Round trip transfers between airport and hotel
- Breakfast daily, consisting of fruit or juice, rolls, cheese and Brazilian coffee, tea or milk
- One full-day orientation tour of the city
- Orientation meeting with samba music
- A visit to a gem workshop and a free souvenir
- Dinner at one of Rio's well-known churrascarias (steak houses)
- A map and guidebook to Rio to be furnished upon arrival at hotel
- Shopping discount at Mesbla, S.A., one of Rio's most prestigious department stores
- Services of a tour host throughout the trip
- All taxes, tipping and service charges in connection with scheduled tour activities; hotel porterage included
- U.S.A. and Brazilian departure taxes
- Boat ride on Guanabara Bay

Transportation and Land Cost Information; air transportation will be via Trans International Airways DC-8 jet, affinity charter basis with a capacity of 254 seats. The price of this tour is constituted as follows: Air Transportation: $260.35 per person. Land arrangements: $184.00 per person. Administration fee: $3.00 per person. Total price: $447.35. Airfare portion is subject to increase on a pro rata basis should the number of participants be less than 254. Hotel information: The Hotel Gloria is located between downtown Rio and Copacabana, overlooking Flamengo Park and Beach area on Guanabara Bay. Swimming facilities are available in the hotel pool or in the Bay (about a 10-minute walk from the hotel).

**CHRISTMAS IN ROME (XRI)

Dec. 21-29, 1975.
$399 + 5% tax and service.
Enjoy Christmas in Rome, the Eternal City, and be privileged to witness the close of the 1975 Holy Year on December 25th. Features of the tour include:
- Round trip air transportation on Pan American World Airways
- Seven nights accommodation at the first class Residence Palace Hotel (or similar) based on sharing twin-bedded rooms with private bath. (Single supplement: $35).
- Continental breakfast daily at the hotel
- Half-day sightseeing tour of Rome by private motor-coach with English-speaking guide and entrance fees paid
- Round trip transfers airport to hotel
- Baggage tips and porterage

**Air transportation will be on Pan American World Airways Boeing 707 jet, affinity charter basis (limited per C.A.B. to NEA member, spouse, dependent children, and parents of the NEA member living in member's household). Aircraft based on a capacity of 180 seats. Land cost $179.05 including tax and service charge. Air fare $235.05 plus $4.85 U.S. and foreign taxes. No administrative mark-up by the charter is included in the airfare. Airfare portion is subject to increase on a pro rata basis should the number of participants be less than 180.

CHRISTMAS IN THE HOLY LANDS (XHL)

Dec. 22, 1975 — Jan. 1, 1976.
$770 from New York based on G.I.T. airfare.
Evening departure to Tel Aviv via scheduled jet carrier. Your holiday will be spent in Jerusalem and will allow ample time to leisurely explore all the shrines sacred to the world's three great monotheistic religions. See the Pool of Bethesda, Wailing Wall, Pilate's Palace, Chapel of the Flagellation, Way of the Cross and the Church of the Holy Sepulchre, Mount of Olives, Garden of Gethsemane, Church of All Nations, Virgin's Tomb and, in Bethlehem, Rachel's Tomb, Cnurch of Nativity, St. Jerome's Chapel and Milk Grotto; at Mt. Zion see the tomb of King David and the Room of the Last Supper. Browse through the Israel Museum with its Billy Rose Art Garden and Dead Sea Scrolls. Visit the Dome of the Rock, an octagonal mosque erected on the ancient site of the Temple of Solomon in the 7th century to commemorate the ascension of Mohammed, second only to Mecca as an Islamic shrine, and the Al-Aqsa Mosque. Sightsee in Galilee via Jacob's Nazareth, Cana and Tiberias. Highlighting your trip will be the Bethlehem procession and attendance at the Midnight Mass. Deluxe and first-class accommodations with private bath on twin basis; 3 meals daily per custom of the country; transfers and sightseeing. Optional 1-day trip to Mt. Sinai, Santa Catharina and Eilat, $115.

HONOLULU MALIHINI (XHM) (ONE ISLAND)

Dates: Dec. 23, 1975 — Jan. 2, 1976
Price: $454.00 plus 10% tax and service from Portland, Seattle, San Francisco, Los Angeles.
$484.00 plus 10% tax and service from Chicago, St. Louis, Dallas.
$539.00 plus 10% tax and service from Cleveland, Detroit, Indianapolis.
$574.00 plus 10% tax and service from New York, Washington, D.C., Boston, Philadelphia.
Transportation: Round trip jet transportation as follows: From Portland and Seattle via Northwest Orient Airlines. From San Francisco and Los Angeles via Pan American Airways.
From all other cities, from gateway city to West Coast via American Airlines; from West Coast to Hawaii via Pan American Airways.
Hotels: Sharing twin-bedded room with bath in deluxe hotels with superior rooms as follows:
7 nights at the Hilton Hawaiian Village, Waikiki Beach, Oahu.
2 nights at the Kuilima Resort Hotel, North Shore, Oahu.
Price Includes:
- 10 days, with return home on the 11th day
- 9 nights in hotels shown above
- Round trip jet transportation as shown above
- Appropriate in-flight meal and beverage service
- Baggage tips and porterage for two pieces of luggage
- Traditional flower lei greeting on arrival
- Little Circle Island Tour of Oahu
- Services of local escorts
- Welcome briefing party with native entertainment
- All tips to guides/coordinators for scheduled tour events

Price Variations: Single room supplement: $135.00 additional; Triple room reduction: $10.00 per person; Child (2 thru 11) reduction: $100.00 per child.

HAWAIIAN KALIKIMAKA (XHK) (TWO ISLANDS)

Dates: Dec. 23, 1975 — Jan. 2, 1976
Price: $483.00 plus 10% tax and service from Portland, Seattle, San Francisco, Los Angeles.
$513.00 plus 10% tax and service from Chicago, St. Louis, Dallas.
$568.00 plus 10% tax and service from Cleveland, Detroit, Indianapolis.
$603.00 plus 10% tax and service from New York, Washington, D.C., Boston, Philadelphia.
Transportation: Round trip jet transportation as follows: From Portland and Seattle via Northwest Orient Airlines. From San Francisco and Los Angeles via Pan American Airways.
From all other cities: From gateway city to West Coast via American Airlines; From West Coast to Hawaii via Pan American Airways. Inter-island jet transportation on Hawaiian Airlines.
Hotels: Sharing twin-bedded room with bath in deluxe hotels with superior rooms as follows:
7 nights at the Hilton Hawaiian Village, Waikiki Beach, Oahu.
2 nights at the Kona Surf Resort, Kona, Big Island of Hawaii.
Price Includes:
- 10 days, with return home on the 11th day
- 9 nights in hotels shown above
- Round trip jet transportation as shown above
- Appropriate in-flight meal and beverage service
- Baggage tips and porterage for two pieces of luggage
- Traditional flower lei greeting on arrival
- Little Circle Island Tour of Oahu
- Tour of Kona and Volcano National Park on Big Island of Hawaii
- Services of local escorts
- Welcome briefing party with native entertainment
- All tips to guides/coordinators for scheduled tour

Price Variations: Single room supplement: $135.00 additional; Triple room reduction: $10 per person; Child (2 thru 11) reduction: $100.00 per child.

**WALTZ TIME IN VIENNA (XVA)

Dec. 23-31, 1975.
$359 plus 15% tax and service from New York.

nea SPECIAL SERVICES
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CONTINUED ON NEXT PAGE

Experience three great cultures. Earn six graduate credits.

NEA International Institutes offer meaningful education and exciting travel on three continents.

The Japan-Orient Experience.

Gain first-hand knowledge of Asian culture and education. The program begins with a week of orientation at the University of Hawaii followed by a week in Tokyo, six weeks at a new university near Tokyo, two weeks exploring historic areas such as Kyoto, Hiroshima and Osaka, and two final weeks of discovery in Korea and bustling Hong Kong. Efforts are underway to include a visit to Canton in the People's Republic of China. The estimated cost is $2,800 to $3,300 per member, per quarter. Cost includes all travel, board, tuition and tours.

The Mexico-Central America Experience.

Mexico City, Panama City, Houston and San Antonio provide settings for exploring education in urban and rural environments. You'll gain insight into the mixture of Spanish, Indian and American cultures, the emergence of modern societies and the survival of ancient traditions. From the ruins of Montezuma to the Panama Canal, you'll come to understand the Spanish influences in our society and in your classroom. The estimated cost is $2,400 to $2,800 per person, per quarter. Cost includes all travel, room, board, tuition and touring.

The England-Europe Experience.

Enrollees will study and travel in Europe during 1975-76. The first quarter begins in London in fall, 1975. You'll experience London in depth and design your program to fulfill your academic interests. The program includes 10 weeks in Great Britain with field trips to Shakespeare country and Glasgow, plus six days each in Paris and Cologne. The estimated cost is $3,800 to $4,200 per person, per quarter. Cost includes all travel, room, board, tuition and touring.

nea SPECIAL SERVICES
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The International Institute is sponsored in conjunction with INTEC (Inter-University International Teacher Education Council, Inc.), a consortium of major U.S. colleges and universities formed to provide around-the-world educational programs. Up to six graduate credits may be earned as an enrollee in any of the three institutes. Quarters begin for each institute in September 1976, January 1977, and April 1977. For more information, please mail the coupon.

NEA International Institute

Please send me more facts on the International Institute programs check below.

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Mrs. Natalie Gladstone
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1201 16th Street, N.W.
Washington, D.C. 20036

- ☐ England-Europe Experience
- ☐ Japan-Orient Experience
- ☐ Mexico-Central America Experience

- ☐ Fall Quarter (Sept.-Dec. 1976)
- ☐ Winter Quarter (Jan.-Mar. 1977)
- ☐ Spring Quarter (April-June 1977)

I would like to bring the following family members:

.....Wife/Husband .....Children

NAME.....

ADDRESS.....

CITY.....STATE.....ZIP.....

SCHOOL.....SCHOOL DISTRICT.....

CONTINUED FROM PRECEDING PAGE

. . . **WALTZ TIME IN VIENNA (XVA)

Fly on Trans International Airlines to Vienna — home of the Hapsburgs and the Imperial Palace, cradle of philosophy, medicine and romantic music, enchanted city of castles and mountains. Stay 7 nights at the elegant Park Hotel Schonbrunn and enjoy the beautiful Danube or the Vienna Woods. Browse around the coffee houses haunted by former patrons Brahms, Mozart, Schubert, Strauss and Freud. Half-day sightseeing tour includes the Clock Museum, Baroque Palace, Capuchin's Crypt and other historical sights. A few of the delightful surprises awaiting you are evenings that include the Vienna Opera, The Vienna Boys Choir, nightclubs, dancing at the Rathskeller, and Viennese waltz lessons.

FOR NEA RETIRED . . . . THE OTHER SIDE OF THE WORLD, SPRING 1976 (OW-1, 2)

22 days all-inclusive $1498, visiting Pakistan, Afghanistan, and the Vale of Kashmir, based on G.I.T. airfare.
OW-1 April 6-27, 1976 from New York.
OW-2 April 27-May 15, 1976 from New York.
Visit the exotic and legendary lands of the Hindu Kush and Himalayan ranges next spring. Jet via Pakistan International Airlines to Rawalpindi, connecting to Islamabad, capital of Pakistan. Be the guest of your tour host at a welcoming dinner party. Gilgit and the grandeur of the 26,000 foot peak of Nanga Parbat afford views of the union of four great mountain ranges as you continue your touring. Drive to the Hunza Valley to meet the long-lived Hunzakuts and be received by the royal family of Punial. As you leave the mountainous domains for Peshawar by chauffered limousine, visit museums, bazaars, and a gun factory in the area before continuing through the historic Khyber Pass to Kabul. The Kingdom of Swat, Chitral, Lahore and Srinagar in the garden of Kashmir are all included in this delightfully commodious leisure tour. Deluxe accommodations, based on double occupancy, with private bath and 3 meals per day. Write to NEA Educational Travel for full descriptive brochure. IT5PKIWAL22

TRANSPORTATION ONLY, CHRISTMAS 1975

All fares include $3.00 U.S. departure tax

TO/P1	Dec. 23, 1975 Jan. 2, 1976	New York-Paris Paris-New York	$344.00
TO/P2	Dec. 27, 1975 Jan. 3, 1976	New York-Paris Paris-New York	$374.00[1]
TO/L1	Dec. 21, 1975 Dec. 30, 1975	New York-London London-New York	$335.00
TO/L2	Dec. 24, 1975 Dec. 31, 1975	New York-London London-New York	$335.00
TO/21	Dec. 24, 1975 Jan. 2, 1976	New York-Zurich Zurich-New York	$354.00
TO/22	Dec. 24, 1975 Jan. 2, 1976	Chicago-Zurich Zurich-Chicago	$467.00
TO/C	Dec. 26, 1975 Jan. 2, 1976	New York-Copenhagen Copenhagen-New York	$669.00[2]
TO/R	Dec. 21, 1975 Dec. 29, 1975	New York-Rome Rome-New York	$239.90

[1]Includes weekend surcharge of $30.00.
[2]Includes weekend surcharge of $15.00 for eastbound portion.
Note: Round trip transportation to Rome is space-limited, via Pan American World Airways charter, with a capacity of 180 seats. There is no administrative fee by the charterer included in the airfare. Airfare is subject to increase on a pro rata basis should the number of participants be less than 180. See paragraph *Charter Airfares* for regulations and restrictions.

GENERAL INFORMATION

ELIGIBILITY

***Affinity Group Airfares.** Prices of tours with an asterisk are based on use of the group-rate airfares in effect at the time of publication which are available to 40 or more persons traveling together on all flights and who have been members of the NEA for more than six months prior to the scheduled departure dates. Members of the immediate family (limited per C.A.B. regulations to the spouse, dependent children and parents of the NEA member who reside in member's household) are eligible to participate at the group rate provided they travel with the NEA member. If cancellation of a reservation is filed with the airline between 21 and 30 days prior to departure date, a penalty of 10% of the airfare is assessed; if the cancellation is filed with the airline less than 21 days prior to departure date, a penalty of 25% of the airfare is assessed by the airline. If the minimum required number of participants is not reached, the tour may be offered at the next lowest available airfare or it may be cancelled.

****Charter Airfares.** Prices of tours marked with two asterisks are based on use of chartered jets. NEA membership of at least six months duration as of date of departure is a requirement for participation. Members of the immediate family (but limited per C.A.B. regulations to the spouse, dependent children and parents residing in member's household) are eligible to participate and it is not required that the NEA member be a participant in order for the member of the immediate family as described above to qualify. Nonmembers of the NEA, other than family as described above, are ineligible to participate per C.A.B. regulations.

G.I.T. Airfare. Tours to The Other Side of the World (OW-1, 2), the Holy Lands (XHL), Hawaii (XHM, XHK), and Bavaria (RTGP) are cost-based on use of group-inclusive tour basing airfare available to 10 or more persons (154 to Hawaii) who are traveling together on all flights and are available to NEA members, relatives, and friends. Per airline regulations, 25% of the G.I.T. airfare is non-refundable should a tour member cancel 21 days or less before scheduled departure date; for Hawaii tours, see paragraph on cancellations.

Cancellations. There will be a $15 cancellation fee per person for each reservation cancelled, regardless of reason, on all tours/flights. Additionally, other penalties and cancellation fees may apply due to nonrefundable advance payments or commitments made by NEA Educational Travel to airlines, hotels, tour operators, etc. For all Hawaii tours a $100 penalty will be assessed unless a replacement is found. Cancellations received 15 days or less before departure will be assessed a $100 penalty per person, regardless of whether a substitute is found. The above cancellation penalties are in addition to the $15 service cancellation fee mentioned above, which applies to all tours cancelled. Please refer also to paragraphs headed "Charter Airfares" and "Group Affinity Airfares" for further information pertaining to cancellations. Further details furnished upon registration. Prices, dates and itineraries are subject to change.

****Transportation/Land Cost Data.** Tours coded XCI-1, 2, XJ-1, 2, RBX and XVA are based on use of affinity charter flights on Trans International Airlines DC-8 jets, capacity of 254 seats per flight. Tours coded XRI are based on use of affinity charter by Pan American World Airways B-707 jet, with capacity of 180 seats. The airfare portion is subject to increase on a pro rata basis should the number of participants be fewer than aircraft capacity. No administrative fee in the airfare portion is included on the part of the charterer except as footnoted below:

CODE	AIRFARE	LAND COST	TOTAL PRICE
XCI-1, 2	$198.00	$180.35	$378.35
XJ-1	$130.00	$328.85	$458.85
XJ-2	$150.00	$331.85	$481.85
RBX	$260.35	$184.00	$447.35[1]
XRI	$239.90	$179.05	$418.95
XVA	$225.31	$184.54	$412.85[1]

[1]Includes $3 per person adm. fee.

Other programs will be in the October issue of the NEA Reporter and in the Catalogue of Services.

APPLICATION FOR NEA EDUCATIONAL TRAVEL

Send application to: **NEA Educational Travel, 1201 16th Street, N.W., Washington, D.C. 20036**

Deposit of $100 per person is required for reservation. There is a $15 cancellation fee on all reservations cancelled.

Please reserve.....spaces on.....departing on.....
(code no. of tour/flight) date

from..... Enclosed is a deposit of $.....

Name(s).....
(Please give names and addresses of additional persons on a separate sheet)

Address.....

City.....State.....Zip.....

Home Phone.....School Phone.....

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Washington, D.C.
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NEA TEACHERS OVERPOWER FORD VETO

$1 Billion Saved for Schools in a Time of Inflation

NEA Executive Director Terry Herndon (in plaid jacket) leads teacher-lobbyists down the Capitol steps after the veto override victory.

WASHINGTON, D.C.—The most concentrated lobbying drive ever mounted by NEA and its local and state affiliates was crowned with victory last month as the Senate joined the House of Representatives in overriding President Ford's veto of the fiscal 1976 federal education money bill (HR 5901). The Senate vote was 88 to 12, the House vote was an overwhelming 379 to 41.

NEA President John Ryor said that Congress' decision to override President Ford's veto of the bill "restores NEA's faith that the 94th is indeed a 'pro-education Congress.'" He added: "Congress has demonstrated sensitivity to the needs of the nation's students at a time when our schools are victims of inflation and slashed budgets."

When President Ford vetoed the $7.5 billion

(Continued on next page)

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Rep. Daniel J. Flood, D-Pa., chairman of the Appropriations Subcommittee on Labor-HEW, praised NEA and other education lobbyists at a meeting on Capitol Hill for their expertise in explaining the education bill to Congress. Flood told the more than 400 education lobbyists that "members of Congress know the bill because of you."

NEA TEACHERS OVERPOWER FORD VETO

(Continued from page one)

measure he said it was "too much to ask the American people—and our economy—to bear." He made this statement despite the fact that when adjustments are made for forward-funding and the transitional 15-month fiscal year, HR 5901 will actually result in $7.3 billion for schools this year, only slightly over last year's funding level—not enough to cover inflation—and hundreds of millions of dollars below the education budget target figure set by Congress.

Ryor pointed out that the bill is "still too modest to cope with the many urgent school needs at the state and local level, but the override is a good first step toward making education the national priority it must become.'" President Ford had proposed to slash some programs, such as impact aid, by more than half and to wipe out others completely.

The money bill saved by Congress will just barely maintain the federal government's slight 7.8 percent share of the nation's education costs. Therefore, said Ryor, "NEA reiterated its position that federal funding of public education must increase from its absurd present level to a full one-third of the total cost of public education."

ARMY OF LOBBYISTS

Ryor congratulated the army of teacher-lobbyists marshalled by NEA in the override fight. And he pointed out that the override was only the second to be won out of 10 Presidential vetoes this year, and the first on an appropriations bill.

Despite an effort by Presidential supporters to convince Congressmen that a vote for override was a vote for inflation, the Congress—in the words of a network radio correspondent—"devoured" the President in a massive response to warnings by NEA and other education supporters that the measure is vital to the nation's financially strapped schools.

White House pressure on the issue petered out several days before the override votes as Presidential aides admitted that it was a lost cause because of the "most effective job" done by teacher-lobbyists.

The credit due teachers for making the veto a lost cause for the White House was reiterated by one Congressman opposed to the override. Prior to the vote in the House, Rep. Samuel Devine (R-Ohio) stated, "I know about the big labor union leaders that represent the NEA and the other education associations. They have leaned on members of Congress, and many do not dare to vote contrary to their wishes lest we be accused of being against children, teachers, and education."

INTENSIVE CAMPAIGN

In its role of coordinating and supporting teachers' efforts, NEA devised an intensive campaign by its national lobbyists. Even before the July 25 veto, NEA alerted associations around the nation to the virtual inevitability of an override fight and began feeding them a steady flow of information and materials about the bill by phone, mail, and teletype. NEA also provided campaign materials, including 100,000 "Support the Override" posters sent to its some 10,000 local affiliates.

NEA also targeted key Congressmen—those likely to be subjected to the most White House pressure or who had a history of supporting Presidential vetoes.

From this base, NEA's 10,000 local and state associations built their own campaigns to heighten public support and to reach individual Congressmen, using teachers' expert knowledge of what would work best in their local situations.

The override campaign also won the unanimous backing of the Coalition of American Public Employees. The coalition "supports NEA's effort for override of the Education Appropriations bill veto," its board of directors declared by unanimous vote with all its members present. Coalition members are NEA; the American Federation of State, County, and Municipal Employees; the National Treasury Employees Union; the Physicians National Housestaff Association; and the American Nurses Association.

NEA President John Ryor Talks About the Meaning of the Override Victory

We won. You will probably see and hear these words many times in the weeks ahead to illustrate the smashing victory registered by teachers in overriding the President's veto of the $7.5 billion education money bill.

We won. And we won big. Make no mistake about that. We won the big test of our growing political muscle where it counts most—defeating a White House veto.

This victory came about because many thousands of teachers, in an unprecedented display of unity, took their case before the Congress they helped elect in the 1974 national election. The veto override was a team effort. It demonstrated the devastating political power of teachers working together at the state, local and national levels.

Together we won. But what lesson did we learn from the veto override?

One thing is clear. Winning a veto override is very tough. Mathematically, the President holds a stacked deck. Remember that the chances of overturning a Presidential veto are less than 10 to 1—all the President needs is one-third of the votes in either chamber plus one to sustain a veto. The President can win with a small minority of the votes.

That's why the focus of NEA's political program is taking dead aim on the White House itself in the Presidential election of 1976.

We not only have to elect a pro-education Congress, but a pro-education President as well.

For example, President Ford, in exercising his veto of the education appropriation bill, called for a cutback of $1 billion from federal funds appropriated for the 1974-75 school year. This would have resulted in reduced funds for emergency school desegregation assistance, impact aid, library resources, aid to the handicapped, and adult education. In higher education, it would have meant reductions in student assistance, student loans, and student grant programs.

NEA President John Ryor

The President—if he had his way—would have allowed the federal aid programs we worked so hard to achieve over the years slip backwards.

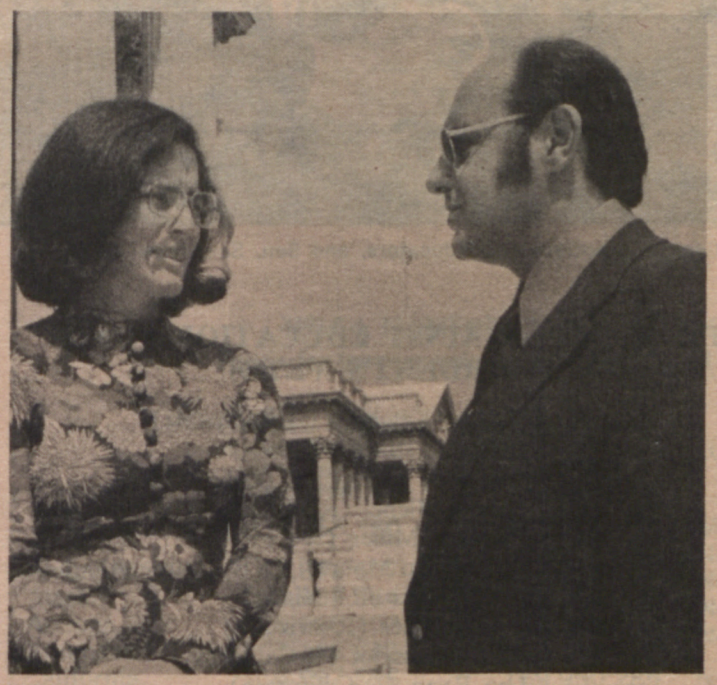
Even with our victory in the veto override, education at the federal level is not even keeping even with inflation. The fiscal 1976 education appropriation represents but a 3.1 percent increase over last year's appropriation. When you look at the 12 percent inflation for the 1974-75 school year, it is easy to see what we're up against.

We'll be lucky if we can maintain the present level of federal funding which provides two cents out of each federal dollar for education. Our long-range goal is getting at least a dime.

We won't be able to make significant progress toward this objective unless there is a change in attitude by the White House. The education records of the Nixon and Ford Administrations have been dismal to say the least. President Nixon vetoed three education money bills the first three years he was in office; only one of his vetoes was overridden. And President Ford in his first year in office has vetoed an education funds bill.

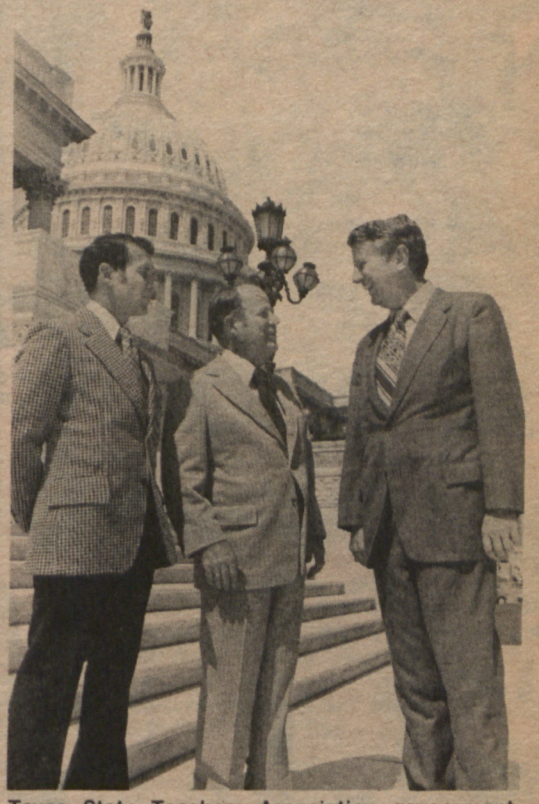
Further, when we're not facing a veto, we have to contend with recisions, impoundments, and deferrals—all stop-gap measures used by the White House to thwart education spending. This all happens after the Congress and the President himself approve the legislation.

You'll be hearing a lot more about the need to endorse a candidate for President as we look to 1976. Our concern about who sits in the Oval Office is greater now than ever before. We need an Administration in Washington that does not turn a deaf ear to the critical needs of the nation's children and youth. We are determined to use our hard-earned political influence to help elect a President who shares our views.



Rep. Elizabeth Holtzman (D-N.Y.) and Joseph Letorney, NEA Government Relations Consultant for New England, discuss the override on the Capitol steps.

Sen. John Glenn, D-Ohio, confers with Leon Felix, NEA Government Relations Consultant for Midwestern States.



Texas State Teachers Association government relations staffers Bob Keck (left) and Jim Hoosier (center) talk with Rep. Jack Hightower (D-Texas).

nea reporter

nea helping teachers teach

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John Ryor
President
Terry E. Herndon
Executive Director
Susan Lowell
Publisher
Marshall O. Donley, Jr.
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Sal Streett
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Karen Sheppard
Assistant to the Editor

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NEA TEACHERS OVERPOWER FORD VETO

Carl Harner (center), president of the Florida Teaching Profression, discusses the veto override with Sen. Lawton M. Chiles, Jr., (left) (D-Fla.) and Sam Mauzy, NEA Government Relations Consultant for for Southeastern States.

NEA Executive Director Terry Herndon (right) and Rep. Carl Perkins (D-Ky.), chairman of the House Education and Labor Committee, confer immediately after the veto was overridden.

Rep. Edward Roybal (right) (D-Calif.), one of the original sponsors of the education money bill, talks with Richard Carrigan, NEA legislative consultant.

Ed Deaton (right), president of the Georgia Association of Educators, and Sen. Sam Nunn (D-Ga.) confer on the education money bill.

Rep. Caldwell Butler (center) (R-Va.) confers with Natasha Petersen, legislative chairperson, Roanoke Education Association, and Bob Johnson, UniServ director, District P—Unit A, Roanoke.

HOUSE MEMBERS WHO VOTED AGAINST EDUCATION FUNDS (TO SUSTAIN THE PRESIDENT'S VETO)

W. R. Archer (R-Texas)
William Armstrong (R-Colorado)
John Ashbrook (R-Ohio)
Robert Bauman (R-Maryland)
Robin Beard (R-Tennessee)
Clarence Brown (R-Ohio)
Elford Cederberg (R-Michigan)
Donald Clancy (R-Ohio)
Del Clawson (R-California)
James Collins (R-Texas)
Barber Conable Jr. (R-New York)
John Conlan (R-Arizona)
Philip Crane (R-Illinois)
Dan Daniel (D-Virginia)
Samuel Devine (R-Ohio)
John Erlenborn (R-Illinois)
George Hansen (R-Idaho)
Edward Hutchinson (R-Michigan)
Robert Kasten Jr. (R-Wisconsin)
Richard Kelly (R-Florida)
Jack Kemp (R-New York)
William Ketchum (R-California)
Delbert Latta (R-Ohio)
Lawrence McDonald (D-Georgia)
Robert Michel (R-Illinois)
Clarence Miller (R-Ohio)
W. Henson Moore III (R-Louisiana)
John Myers (R-Indiana)
John Rhodes (R-Arizona)
John Rousselot (R-California)
Leo Ryan (D-California)
David Satterfield (D-Virginia)
Herman Schneebeli (R-Pennsylvania)
Bud Shuster (R-Pennsylvania)
Sam Steiger (R-Arizona)
Steven Symms (R-Idaho)
Olin Teague (D-Texas)
David Treen (R-Louisiana)
Guy Vander Jagt (R-Michigan)
G. William Whitehurst (R-Virginia)
Charles Wiggins (R-California)

SENATE MEMBERS WHO VOTED AGAINST EDUCATION FUNDS (TO SUSTAIN THE PRESIDENT'S VETO)

William Brock III (R-Tennessee)
Carl Curtis (R-Nebraska)
Paul Fannin (R-Arizona)
Barry Goldwater (R-Arizona)
Robert Griffin (R-Michigan)
Clifford Hansen (R-Wyoming)
Jesse Helms (R-North Carolina)
Roman Hruska (R-Nebraska)
James McClure (R-Idaho)
William Proxmire (D-Wisconsin)
William Scott (R-Virginia)
Strom Thurmond (R-South Carolina)

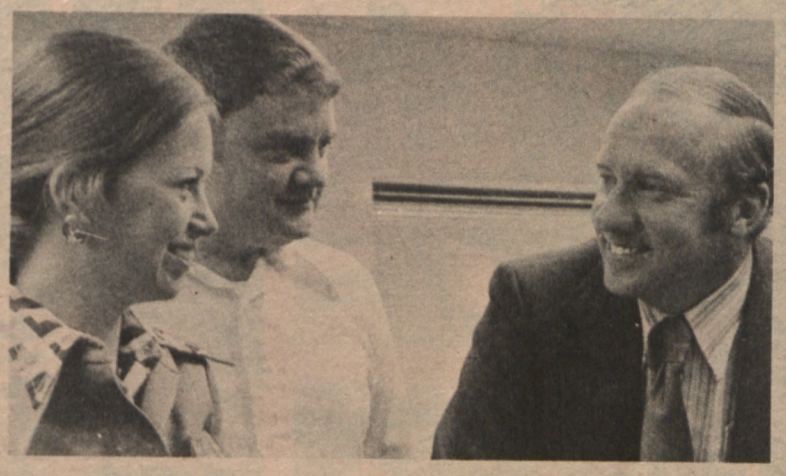
Grass Roots Lobbying Was Key to Override

WASHINGTON, D.C.— Although the Congress voted here on Capitol Hill to override President Ford's veto of school funds, the key to victory was the work done by teacher-leaders back home in districts around the nation.

Education association leaders and staff poured into dozens of local Congressional offices during Congress' recess before Labor Day. The teacher-lobbyists spelled out what the Ford veto meant in dollars lost to their school district, and they wrung promises of support from their Representatives.

"The override was a test of the political muscle of NEA teachers across the country," said Association legislative experts here in Washington. "Teachers met their Congressmen and made their points," they said. "Many teacher-leaders followed up with visits to Capitol Hill as the crucial vote neared. It was a fine example of teacher power put to practical test."

NORTH CAROLINA TEACHERS discuss the veto override with Rep. W. G. (Bill) Hefner. In the Congressman's office are (left to right) Allene Poe, Carolyn Puckett, Betsey Detty, and Representative Hefner.



ILLINOIS TEACHERS press for a veto override vote from Republican Congressman Tom Railsback. With the Congressman are Barbara Breckenridge, president of the Classroom Teachers Association of United Township District # 30, and Gary Gillerman, teacher in the district.

WYOMING EDUCATOR Don Blakeslee (left) talks with Rep. Teno Roncalio about the Ford veto and its effects on the state budget. Blakeslee, a member of the board of directors of both NEA and the Wyoming Education Association, is also on the State Board of Education.

How Your State Gained by the Override

Had the President's veto been sustained, federal education funding would have dropped by some $1 billion. Typical of the endangered programs was the crucial Title I of the Elementary and Secondary Education Act, which provides funding for teaching disadvantaged children. The table below shows the Ford Administration proposal and HR 5901 funds for Title I—the difference between the figures is the amount saved by the veto override.

Crippling cuts would have occurred in many other federal programs, including higher education, student loans, education for the handicapped, adult education, and impact aid.

TITLE I, ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA)
Funds for teacher salaries, materials, and services for disadvantaged children

	President Ford's Budget (To be spent 76-77 school year)	H.R. 5901, the bill Ford vetoed (To be spent 76-77 school year)
TOTAL	$1,858,155,360	$2,015,229,705
Alabama	43,861,607	47,957,406
Alaska	4,997,864	5,308,861
Arizona	16,936,402	18,289,478
Arkansas	27,188,239	29,517,903
California	156,997,576	169,950,285
Colorado	17,383,449	18,751,227
Connecticut	17,362,127	18,764,644
Delaware	5,499,365	5,900,194
Florida	64,769,404	69,627,607
Georgia	47,752,618	52,154,735
Hawaii	5,314,772	5,785,592
Idaho	6,083,014	6,454,103
Illinois	94,907,197	103,415,767
Indiana	25,360,781	27,473,223
Iowa	15,711,465	17,100,482
Kansas	14,249,706	15,425,652
Kentucky	33,623,827	36,772,369
Louisiana	52,304,209	57,071,707
Maine	7,000,702	7,573,169
Maryland	30,846,535	33,547,165
Massachusetts	36,710,293	39,776,690
Michigan	79,178,543	85,652,516
Minnesota	27,951,821	30,499,953
Mississippi	42,274,780	46,192,788
Missouri	32,635,891	35,501,208
Montana	6;134,748	6,584,903
Nebraska	9,296,187	10,101,300
Nevada	2,422,192	2,654,311
New Hampshire	3,490,458	3,766,112
New Jersey	56,439,527	61,193,381
New Mexico	15,758,784	16,975,076
New York	195,042,422	212,416,647
North Carolina	53,805,417	58,523,174
North Dakota	5,743,747	6,167,404
Ohio	58,109,725	62,983,442
Oklahoma	21,580,791	23,469,563
Oregon	17,888,263	19,209,785
Pennsylvania	90,459,334	98,403,651
Rhode Island	6,782,470	7,368,819
South Carolina	34,747,455	37,857,845
South Dakota	6,221,506	6,748,025
Tennessee	40,114,897	43,797,758
Texas	125,768,315	135,361,006
Utah	6,225,982	6,739,105
Vermont	3,895,225	4,175,327
Virginia	39,864,048	43,413,473
Washington	25,787,404	27,685,300
West Virginia	17,735,785	19,359,248
Wisconsin	29,261,282	31,752,691
Wyoming	2,870,321	3,075,490
D.C.	11,728,552	12,702,895

UTAH EDUCATORS pressed Republican Senator Jake Garn to change his anti-school position on the veto override. Garn (seated) listens to (left to right) Doug Gardner, president, Provo Education Association; Ray Harrison, president-elect of the Provo association; and Bonneville UniServ staffer Bob Bowen.

OREGON TEACHER-LOBBISTS had a custom-made opportunity to press for the veto override when two of their Congressmen attended the Oregon Education Association annual workshop on politics and government. Above, OEA President Phyllis Van Zyl talks with Rep. Jim Weaver.

TEACHER STRIKES OUTPACE LAST YEAR

WASHINGTON, D.C.—Back-to-school strikes reported by NEA affiliates far outpaced last year as teachers reaffirmed their willingness to lay their jobs on the line to win decent wage and benefit packages and improved educational quality.

As of mid-September, 46 strikes and six school board lockouts were in progress throughout nine states, affecting 81,400 teachers and 1.4 million students, including 60,000 teachers and over one million students in New York City's massive troubled system.

Added to 48 strikes where teachers had already won contracts or returned to classes as negotiations resumed, this means a total of 94 strikes and six lockouts involving NEA affiliates occurred this fall —compared to 55 strikes and four lockouts involving NEA affiliates in the same period last year.

Unofficial figures indicate the same upward trend for the American Federation of Teachers—with 14 strikes so far this year compared to five last year at the same time. AFT's strikes include Chicago and Wilmington, Del.

PENNSYLVANIA LEADS

A mid-September breakdown of NEA strikes showed Pennsylvania—like last year having the most strikes—with 24 strikes, including Allentown, and six school lockouts; five settled strikes; and four back without contracts. Other states: Illinois—14 strikes settled, one back under court-supervised negotiations; Rhode Island—six strikes in progress, five settled; New York—six current strikes, one settled; Michigan—five settled; New Jersey—three current, two settled, one back with mediation; Ohio—two current, one settled; California—three current; one each currently in Montana, Massachusetts, and Washington; and one settled each in Indiana and Connecticut.

Strike votes were also expected in three major California districts—Oakland, San Francisco, and Hayward, and some three dozen other associations have not yet reached agreement. Other states showed even greater numbers of unsettled districts —those in which teachers have reported to classes while still negotiating. The total of 1,500 such districts reported by mid-September included 250 in New York, 185 in Michigan, 165 in Illinois, some 100 in Pennsylvania, and 300 in Minnesota. Teachers in many of these districts were in various stages of mediation, fact-finding, or arbitration.

MAJOR ISSUES

Class size and preparation time were major issues in many instances—including New York City—but, of course, unsettled economic times also made salary a top bargaining item. Most wage settlements were running between seven and 12 percent. Illinois teachers, for example, were averaging about 11 percent, with some associations bargaining up to 12.5 percent packages. Some were also winning multi-year contracts, such as the Shenendehowa district in New York, where teachers will receive raises and increments totaling about 30 percent over three years.

What's Causing The Strikes?

The most common cause for school strikes this year is, of course, money. School boards are "granting" salary increases of less than three percent—in the face of double-digit inflation. But other issues are involved. Some school boards want to increase class size (and cut the number of staff). In other districts, boards are trying to take back benefits already negotiated or are pressing for renegotiation of every item in contracts teachers won last year.

IT WAS "NO CONTRACT, NO WORK" IN GREAT FALLS, MONTANA

GREAT FALLS, MONT.—Fed up with the lack of progress in negotiations, the Great Falls Education Association began to gear up last winter for a possible strike this fall.

Negotiations with the school board had begun in November 1974. Instead of good-faith bargaining, the school board chose to offer regressive proposals, distribute unnecessary nonrenewal notices, and engage in other acts of harassment and coercion.

In anticipation of a far-reaching crisis and recognizing the potential negative impact it might have on the community, GFEA launched a massive public relations campaign, beginning with a community survey which was distributed among the community last February. In a short time, 755 citizens responded.

"We were not only pleased, but very pleasantly surprised at the results of the poll and the support we teachers have among the public," said John Board, immediate past president of GFEA.

New GFEA President Gary Walters pointed out that too often the work of the association and negotiations is not understood by lay people. "This way we found out how much the community knew, what it didn't know, and consequently could direct our public relations effort to fill the gap."

One question asked if teachers should have the right to strike if they had exhausted all other methods of reaching agreement. Of the respondents, 56 percent replied "yes" to this question. In answer to "should teachers negotiate?"—93 percent said "yes" and felt that negotiations should include such items as class size, discipline procedure, evaluation, and educational programs.

When all avenues towards resolution had been exhausted under Montana's new collective bargaining law (effective July 1), GFEA teachers felt more confident that they were doing the right thing when they jammed into the ballroom of a Great Falls hotel for a strike vote on August 31.

At that meeting, teachers were introduced to NEA and MEA staff who had been working behind the scenes with GFEA teacher volunteers and leaders on

Great Falls teachers returned to classes on September 10 following a 15-day strike. They won additional overload pay if class size exceeds levels specified state accrediation standards; pay increases ranging from 9 to 11 percent; across-the-board salary package rather than at the bottom of the schedule as the board had wanted; binding arbitration of grievances; the right for teachers to be involved in an evaluation procedure; released time for the association president; association business time for teachers; duty-free preparation time for elementary teachers; and the right to continue the use of school mail boxes for association business.

nearly a 24-hour basis in preparation for the impending crisis. But even with all the votes of confidence from the community, state, and national staff, when the moment of truth was upon them, the teachers' faces displayed looks of tension and anxiety. When President Gary Walter announced the results of the secret ballot (549-yes, 259-no) there was no immediate response. It was uncanny; their reaction seemed to represent a feeling of disbelief one has when a previously thought impossible goal had been reached.

At 6:30 the following morning teachers manned the picket lines instead of their classrooms and they continued in force 15 days until they ratified a successful contract.

SCHOOL BOARDS PROVOKE STRIKES IN SOUTHERN ILLINOIS

MONROE COUNTY, ILL.—Here on the flood plains of the Mississippi in southern Illinois the farm land stretches for miles and the school districts are small and sparsely populated.

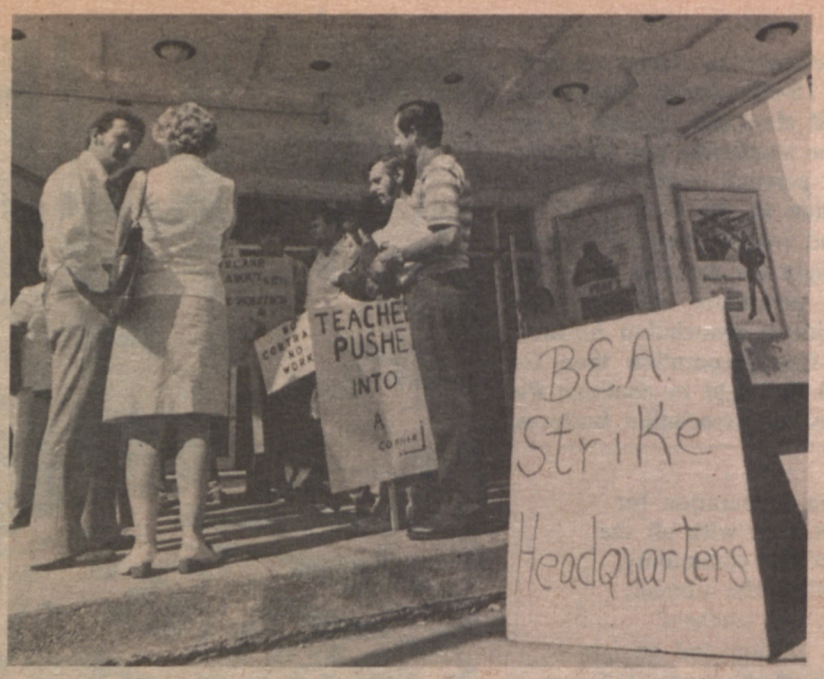
In fact, the Valmeyer School District, located about 35 miles north of St. Louis, comprises only one school building, K-12, 950 students and 33 teachers. In spite of its small size, however, the district employs a superintendent and two principals.

A few years ago the administration prodded the school board to float a bond to double the square footage of the school building, which forced electricity, other utilities and maintenance costs to double and then triple in the wake of inflation. But the board didn't float a bond big enough to absorb the increased costs. Subsequently, the board began dipping into the education funds.

This provoked the small but stout Valmeyer Education Association into its first strike this fall. In the 105 degree temperature, Valmeyer teachers hit the bricks (gravel in this case) and began to sweat out the stalled contract talks on the picket line. The following day the teachers' action forced the school board into mediation, and the VEA was on its way to getting its first contract.

About 60 miles north of here, in the town of Hillsboro, another small NEA-IEA affiliate took their first strike vote. While marching bands and horses paraded down the main street in celebration of Old Settler's Day, Hillsboro teachers prepared picket signs in a rented room above an office supplies store and leafleted the crowds below on the street explaining the issues involved in their dispute with the school board. Hillsboro teachers voted almost unanimously to strike the next morning, and five days later walked into their classrooms with a ratified contract.

Members of the Bristol Education Association were given this theater to use as their temporary strike headquarters. It is just a half block from the Bristol school administration building.



Cranston association pickets stretch in front of the high school and admi

TEACHERS FORCED INTO STRIKES

THROUGHOUT NATION'S SMALLEST STATE

This teacher, taxpayer, and parent finds it easier and more practical to stroll her baby on the picket line than hire a babysitter.

Parents and teachers in this Rhode Island community picket for smaller classes and quality education.

RHODE ISLAND—In Woonsocket, Warren, Tiverton, Middletown, and Bristol, it was the first time that school opening day came with teachers on the picket line rather than behind their desks.

In all, teachers in 13 communities struck their schools here in the smallest state the first week of September. Teachers in 11 of the districts on strike were members of NEA and the Rhode Island Education Association.

The issues in disputes as well as the intimidating tactics used by school boards were much the same in all districts. Major issues were money and class size. The common response from school boards was, "No, we don't have the money."

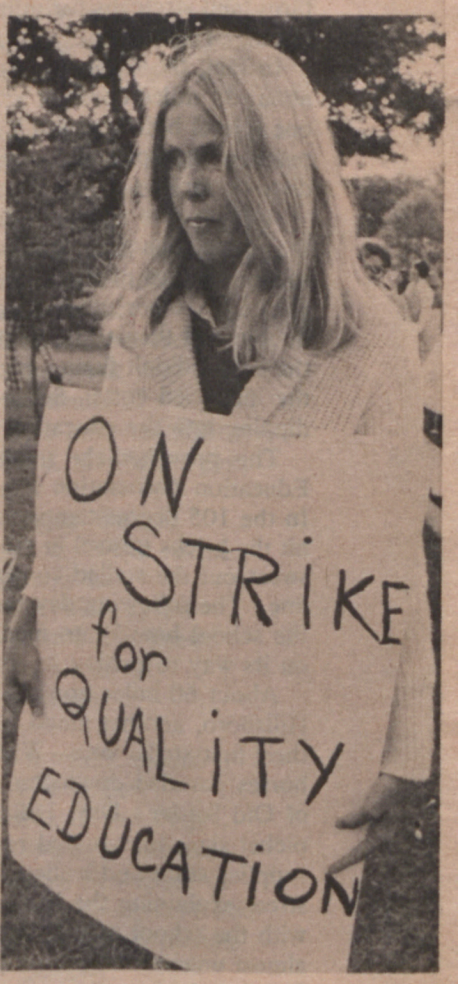
One scenario of board intimidation occurred in a school auditorium of Smithfield at a special meeting called by the board after teachers had been on strike for two days. The school board chairman called it a sincere attempt to explain its own stand and to elicit a response from townspeople. The Smithfield Education Association recognized it as a sincere attempt to intimidate Smithfield teachers.

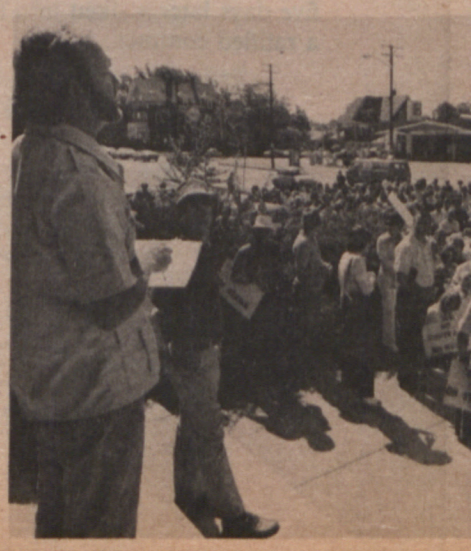
Amid frequent outbursts accompanied by applause and boos, about 600 townspeople (taxpayers and teachers, the board called them) registered their feelings at a forum held by the board to get reactions to the stalled contract talks. One after another, the board chairman called on "taxpayers" (on a first-name basis). Occasionally, he selected a teacher to speak (he didn't know the teachers' names). But mostly, teachers bridled their emotions while the taxpayers called for their dismissal.

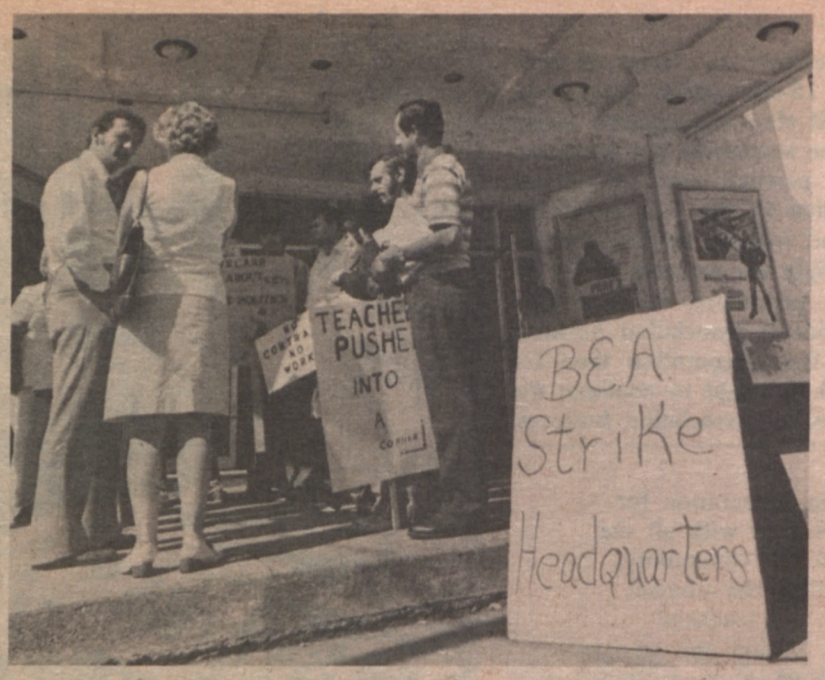
"I don't know why you don't just fire the s.o.b.'s," yelled one taxpayer. Vigorous applause followed this remark and again when the board's attorney announced the board was considering cutting off teachers' Blue Cross payments. The townspeople also shouted approval when a school board member said the board was "seriously considering firing all Smithfield teachers."

These remarks soon provoked angry retorts from teachers and teacher supporters, once they were given the opportunity to speak.

William J. Lynch, a Smithfield resident and an aide to Sen. Claiborne Pell, charged that the entire hearing was "an exercise in intimidation and threats" which had been set up by the board as a platform for stirring up hatred.







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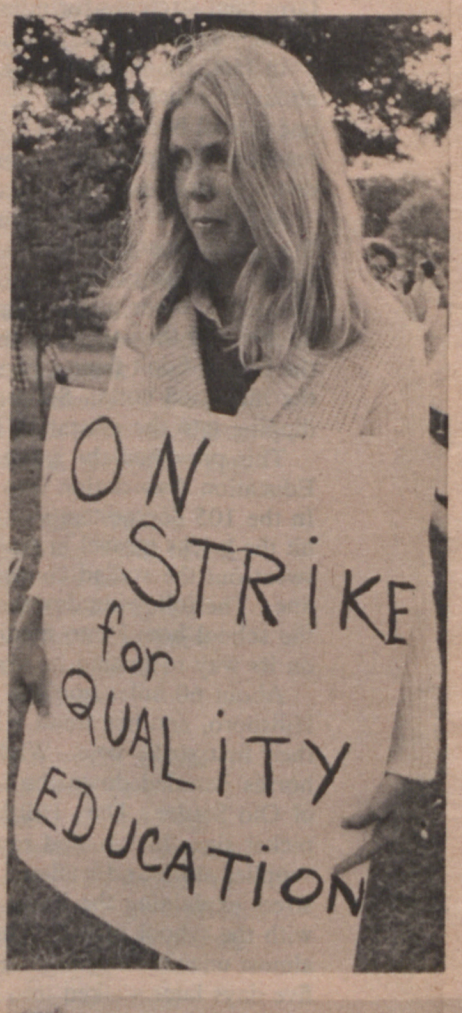
Cranston association pickets stretch more than two blocks in front of the high school and administration buildings.

Newport Education Association members listen intently to an update on negotiation just prior to hitting the bricks for the third day in a row.



Patricia Boone, a high school English teacher in Warren, said, "We desperately need smaller classes because Warren consists of largely an immigrant population. Now that the enrollment is dropping a little bit the administration is jamming the classrooms and dropping teachers and programs."

Nearly 900 teachers mass together in front of the administration building in Cranston to get picketing instructions from their picket captains.

SMITHFIELD, R.I. — Phyllis Sasso is a teacher in the William Windsor Elementary School here and has been for 32½ years. She has taught on a permanent basis second through sixth grades, and now teaches second grade in the same school.

Following are comments that she made at a special meeting called by the Smithfield School Committee (school board) described in the story at left, and in a REPORTER interview at her home the following evening.

"I feel that teachers are justified in asking for a living wage. I've never gone into a supermarket and seen a special window that says 'Teachers shop here at reduced prices.'"

"Admittedly, I'm biased. I don't want to be fired. All this talk about firing teachers is an exercise in futility because if you fire us, the only change in the coming year will be that you are dealing with a new bunch of s.o.b.'s. Someone said that teachers were no longer the underdogs in society. That is true but only because we have become militant. Nothing was given to us, we have had to fight for everything we have.

"I have taught under both kinds of school committees, paternalistic and the modern kind. Under the paternalistic system I was put at minimum salary three times in the town of Smithfield. When I started teaching, I taught for two years, got married and then had to resign because at that time married teachers weren't allowed to teach. I soon had Lawrence, my son, and then in 1945 they were screaming for teachers in the classroom. They had three classrooms without teachers in the elementary school here and so the superintendent took out a classified ad for teachers in the newspaper. Since there was a war on and I felt it was my patriotic duty to return to the classroom, I did.

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ONE STRIKER'S STORY

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"Well, I became pregnant again and once more I resigned because they would not grant me a one year's leave of absence. But I had the misfortune of having a miscarriage and the following year I reapplied and once more I was told that I could not get credit for previous years service and that I would have to start at a minimum salary for the third time. So through the years, that amounts to a few thousand dollars that I figured the town of Smithfield has gypped me of. So this is the reason why I am not enamored of the paternalistic school committees.

Phyllis Sasso, veteran teacher, tells parents, teachers and the school board, "In today's economy, we teachers should demand more . . . we shouldn't have to beg for it."

"Furthermore, at the end of World War II when I was making $1,250 and teachers were really in dire straits financially, we decided it was time to approach the school committee and ask for a raise. We decided that $600 wouldn't be a burden to the townspeople and would be a fair thing. So we formed a committee and approached them—never once through the changing economy of the war years did they offer us a raise. So we went in and made our request only to be absolutely humiliated. The woman who chaired the school committee at that time listened, no one on the school committee said a word, and when we had made our appeal, she said, 'There's no money . . . that's it.' And we walked out like whipped pups and never were given a cent. So a year later we tried again. That time we fared a little bit better. But up until the late sixties, after the Michaelson Act [Rhode Island's collective bargaining law] was passed and teachers really united and we had the help of the RIEA and the NEA in teaching us how to negotiate, we got little or nothing.

"In the late 1950's and early 1960's, when my salary was around $5,200 a year, my purchasing power was greater than it is now."

"I remember I negotiated a contract for the town a year after the Michaelson Act became law [1965]. Anyway, we didn't even know we could leave the table and caucus. We thought we had to get permission. That's how wet we were behind the ears. But we learned a lot and at that time we did manage to negotiate. They went up a $100 and we came down a $100 from our request. But that was another lesson for us too, because that year when we went in we wanted to be fair to everyone involved and decided to ask for no more than we absolutely needed. But you see it didn't work out. So the next year we went in and asked for a figure that we could negotiate with.

"I feel that teachers are justified in asking for a living wage. They're just like anyone else . . . they have to have a decent standard of living. And they shouldn't hang their heads or be ashamed to ask for it. I've never gone into a supermarket or any other store and seen a special window that says 'Teachers shop here at reduced prices.'

"I started out in 1940 after graduating from the Rhode Island College of Education at $900 a year. At that time I think there were five steps on the salary scale. In 1945 when I went back I think it was $1,150 and then the third time it was $1,250. In the sixties we were only around $6,400 maximum. It was only in the last four or five years that we really have approached a living wage. I cannot understand taxpayers getting so up tight about the monies that are paid teachers from their tax money. Let's face it, we pay every single raise in this country . . . we pay the automotive raises, the steelworkers' raises, we pay increased food prices, everything that is a raise consumers pay for. It's so strange to hear them talk about teachers and then talk about taxpayers, but they don't talk about taxpaying teachers. So, taxpayers in this town are very strange . . . in all towns I guess.

"Last year with my longevity—and this has always been a rather sore point with me—the fact that longevity payments are so small in comparison with a master's degree. I have a bachelor's plus 32 hours but I didn't concentrate on a master's degree. At that time it wasn't required. I took certification courses, I took courses towards a master's degree, I took courses that I thought would enrich and broaden me as a teacher and I enjoyed them. But I have never received any money for this extra study because the town doesn't pay for credits beyond the degree. They only pay extra for the degrees. So all I have is longevity and that amounts to very little . . . they give us $200 after 20 years, $200 after 25 years, and $200 more at 30 years.

"We went in to the school committee and made our request only to be absolutely humiliated. The woman who chaired the committee listened, then she said 'There's no money . . . that's it.'"

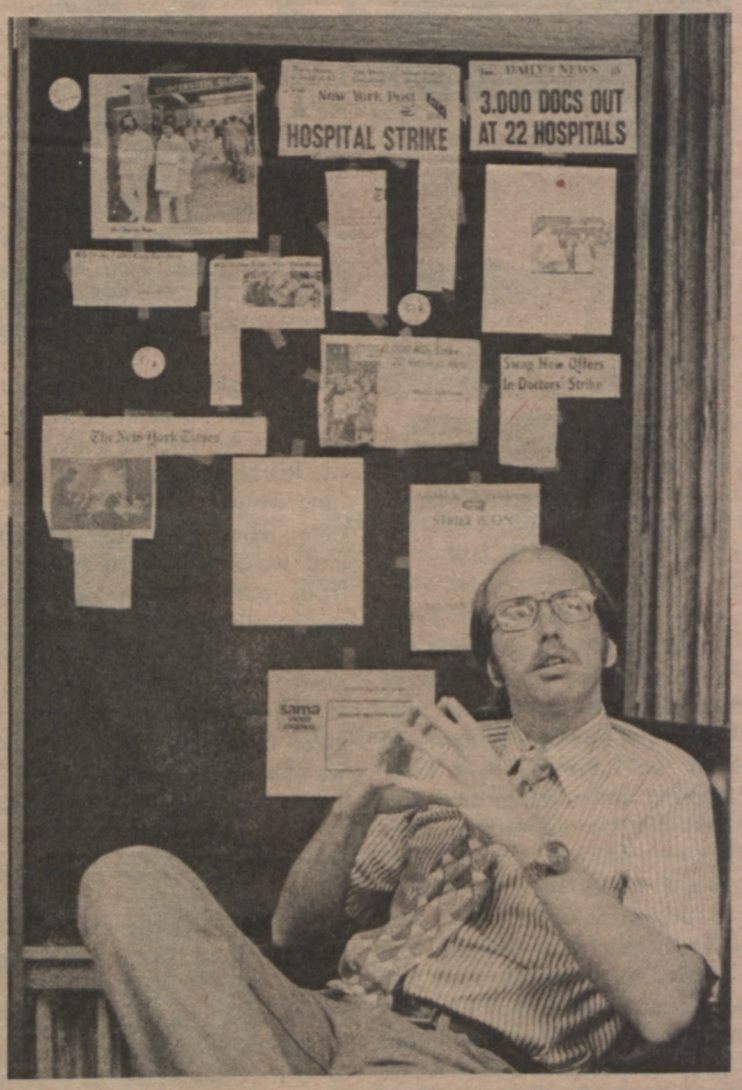
"You must remember too that inflation has reduced my purchasing power considerably. I would say in the late 1950's and early 1960's, when my salary was around $5,200 a year, my purchasing power was greater than it is now. In those days I was able to purchase as much as I am able to now, but was also able to save a little. In today's economy, in order to save you really have to sacrifice. This is the reason we teachers should demand more . . . we shouldn't have to beg for it."

People in the News

nea reporter INTERVIEWS

Dr. Robert Harmon

"A public opinion poll in the Detroit Free Press following the doctors' strike in New York showed that two-thirds of the people polled supported the striking doctors and their position."



Dr. Harmon is president of the 19,000-member Physicians National Housestaff Association, representing over 100 affiliates in 28 states. PNHA is the newest member of the Coalition of American Public Employees, whose other members include NEA, the American Federation of State, County, and Municipal Employees (AFSCME), the National Treasury Employees Union, and the American Nurses Association (ANA).

REPORTER: Dr. Harmon, how old is the Physicians National Housestaff Association and what prompted its recent affiliation with the Coalition of American Public Employees?

DR. HARMON: PNHA was founded in October, 1972. It is a nationwide organization with over 100 affiliates in 28 states, representing over 19,000 interns and residents. We seek to improve the quality of patient care and working conditions in teaching hospitals through the mechanism of collective bargaining. We joined CAPE because we saw it as a forum where we could accomplish our very important goals, one of which is to further the cause of good collective bargaining laws for public employees—many of our members are employees in public hospitals. Another goal was to establish a dialogue with both associations and unions which are already bargaining collectively, including the NEA and now of course the ANA (American Nurses Association) within the CAPE structure. CAPE has provided us that forum.

REPORTER: Under your current structure, how many people are eligible for membership in your organization?

DR. HARMON: Ultimately, 58,000 interns and residents. And there's another category called fellows, which are sub-specialty trainees who are a little older—there may be 10,000 to 20,000 of those. We are considering at this time whether we should extend participation and membership to all salaried institutional physicians, which would potentially double our target population.

REPORTER: What are your top priorities for this year and goals for the years to come?

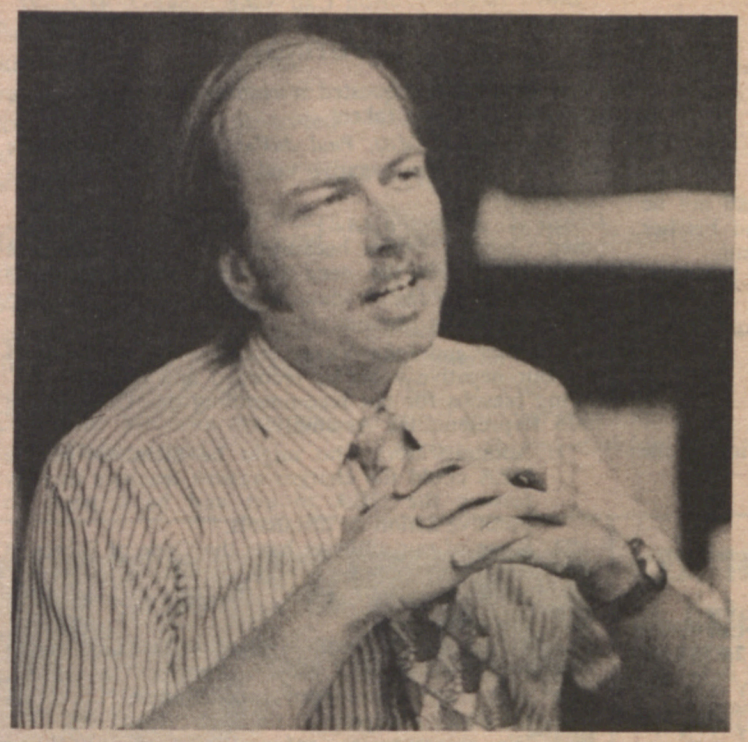
DR. HARMON: Our top priorities for this year are, first, to organize and strengthen our local affiliate housestaff organizations and assist them in recognition campaigns, negotiations, and in actions if necessary. While doing this, we intend to work through contract negotiations for better working conditions and patient care. Our next priority is liaison with other medical organizations and developing affiliations, such as with professional associations, labor unions, the American Medical Association, etc. Our next priority is in the area of national health issues and legislation. And we're working for changes and reforms in that area.

REPORTER: Just what do you mean when you talk about improving the quality of patient care?

DR. HARMON: Our membership is centered in large teaching hospitals which are often large urban public hospitals, where we feel there are some glaring deficiencies in patient care. If you'll think of some of the hospitals in New York City, Chicago, Los Angeles, traditionally underfunded and understaffed—those are the places where we're negotiating.

In New York City the negotiations reached a stalemate over hours and out-of-title work. Hours in our case are extremely excessive, with our people working sometimes up to 120 hours a week. Shifts that, believe it or not, run sometimes 50 to 60 hours straight. We feel that adversely affects patient care, especially when a doctor has to treat a patient after two nights without sleeping.

The other area negotiated was out-of-title work, which means that an intern or resident is forced to do a whole spectrum of work that isn't involved with diagnosis, treatment, and managing patients. This includes filling out laboratory slips that a ward clerk could best do, taking a patient to x-ray or the laboratory, or actually drawing the laboratory specimens which allied health personnel could best do, and even things like emptying bedpans and things that other staff could and should be doing. We felt the issue had to be forced and the settlement involved setting up panels of equal numbers of housestaff and attending staff to arbitrate these items.



REPORTER: Have you been able to measure the benefits since you entered into a working relationship with the American Federation of State, County, and Municipal Employees?

DR. HARMON: I think we're both sitting in one of the benefits . . . they've given us office space and they've helped us move to Washington, D.C. Previously we were being assisted by the medical student organization, the American Medical Student Association, located in suburban Chicago. Now we've moved to Washington and we have a headquarters where we can really get out and function and meet the important people and the important organizations in the Washington scene which is really necessary to get moving. AFSCME has also helped us a lot in our future direction, in our collective bargaining . . . they have helped us reach our membership, improving our printing and communications network. We feel our new relationship with AFSCME has been very valuable.

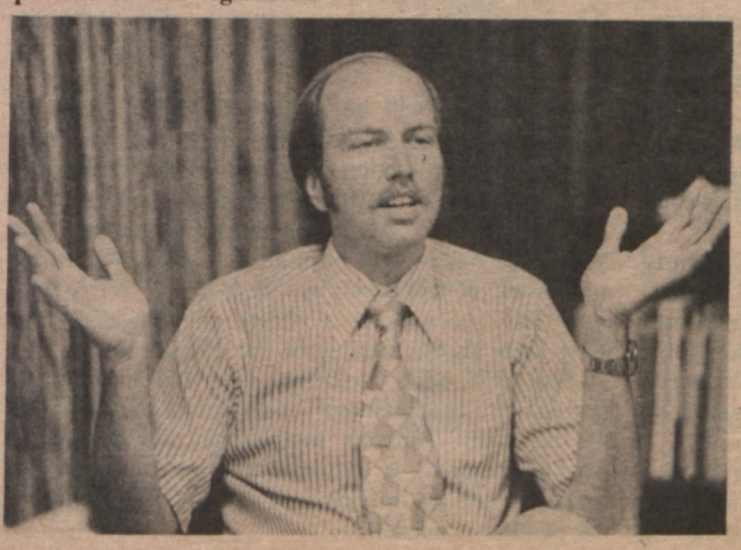
REPORTER: What is the size of your current staff?

DR. HARMON: Currently, we have a small staff. We have an executive director, Dr. Steve Diamond, we have an administrative assistant, we have a secretary coming on, a general counsel in New York City, we have an organizer in Chicago. So our staff is about six, but we intend to expand soon.

REPORTER: Do you and your members perceive PNHA as a union in a traditional sense or are you more comfortable with the professional association label?

DR. HARMON: We perceive ourselves as both . . . a collective bargaining organization and a professional organization. We think we can accomplish both of those activities regardless of what we call ourselves. Indeed, we advocate collective bargaining. I don't think we'd call ourselves a traditional union by virtue of our membership but then again we're comfortable in perceiving ourselves as employed workers . . . public employees.

REPORTER: As you know, Dr. Harmon, NEA is actively supporting a national health insurance bill. What is PNHA's posture on this legislation?



DR. HARMON: I am on the Committee of 100 for national health insurance and I personally support the Kennedy-Corman bill. Our national membership has taken a stand in support of the concept, but has yet to choose a particular bill.

REPORTER: Is PNHA backing a federal public employee collective bargaining bill?

DR. HARMON: We support it through CAPE, although we don't have a lobbyist on the Hill pushing for it right now. We did testify a couple of years ago when the amendments to the National Labor Relations Act were being debated and our testimony was included in the language of the bill. So we would hope to testify again when the time comes, pointing out the need for our professional category to be included.

REPORTER: How successful was your New York strike?

DR. HARMON: We think it was very successful. It was the first major doctors' strike in the history of the U.S. and since then, March 17-20, there has been a complete turnabout on the part of the medical profession and its outlook toward doctors' strikes.

We also had a strike last fall at Freedman's Hospital here in Washington, D.C. It involved about 100 housestaff. That really was the first doctors' strike, but it was a short strike. So we think these actions have educated the public, first of all, as to who the interns and residents are and what they do, the hours they have to work and the conditions they have to work in.

REPORTER: What specific items did your affiliate win as a result of the New York City strike?

DR. HARMON: Well, it included a whole spectrum of things. They eliminated every-other-night call schedule, which is a 120-hour-work week, and they instituted an every-third-night schedule maximum, which is about 85 hours a week. They obtained a panel situation to arbitrate out-of-title work; they won the right to moonlight, that is, to engage in off-time activities the way they saw fit; they won a salary increase from $13,500 to $14,500. The national average for interns is $10,700. They had obtained a good contract in previous years, one of the best in the country.

REPORTER: How has the publicity surrounding the New York strike affected the image of doctors and the image of your organization?

DR. HARMON: Doctors are split in relating to us over the issue of collective bargaining and strikes. The AMA, through its chairman of the board and its president, supported the New York doctors' strike. Taking this stand represented a complete 180-degree turn for the AMA. Being the practicing doctors' organization, the AMA recognized the power of this kind of thing, and so they supported it. The deans of medical colleges are very much opposed to the concept because it represents a direct challenge to their power and authority in teaching hospitals. Their organization, the Association of American Medical Colleges, is very much organized to counter our efforts to become recognized.

The forum for battle now is the NLRB, where we have about eleven affiliates seeking recognized collective bargaining status. And they are being opposed by their institutions. We have filed an *amicus* brief supporting the housestaff right to be given a bargaining unit. CAPE testified on our behalf at this hearing. The AAMC has taken the other side, saying they should not have the right to bargain collectively. We're supported by our general counsel, Murray Gordon of New York City, and they're supported by the Leon Jaworski law firm. So they're putting up considerable resources in countering our efforts.

"We perceive ourselves as public employees and we joined CAPE to further the cause of good collective bargaining laws for public employees."

NEA BOARD OF DIRECTORS ROLL-CALL VOTES

May and June 1975

At its February 1975 meeting, the NEA Board of Directors voted to require that roll-call votes of the Board be published in the NEA REPORTER. One such vote was taken at the May 1975 meeting of the Board:

1. PERSONNEL MATTER
Motion: TOTTEN—MAC RAE
To reinstate the policy allowing the President to designate one full-time personal assistant to be retained according to the terms of a contract to be approved by the Executive Committee. This person shall not be regarded as a member of the NEA staff and his/her term shall not exceed the term of the President.
THE MOTION WAS PUT TO ROLL CALL VOTE AND CARRIED.

Four roll-call votes were taken at the June 1975 meeting of the Board:

2. PROPOSED CODE OF ETHICS
(Wise—Boggs)
Accepted, by roll call vote, for recommendation to the Representative Assembly the Proposed Code of Ethics of the Education Profession, as amended.

Roll Call Vote
(88—YES, 39—NOT VOTING)
VOTING)

Revis Hall (AL) requested a recorded affirmative vote after the vote was taken.

Denzil Arrington (AZ), Paul duVair, and *John Niemeier (WI)* voted in the negative and submitted the following statements:

Denzil A. Arrington (AZ)—"I voted 'no' on the Proposed Code of Ethics because I feel it is a negative document. I feel the need for an updated Code of Ethics but also feel it should reflect the positive side of the education profession."

Paul duVair and *John Niemeier (WI)*—"We have asked that our negative votes be recorded and offer the following reasons for not recommending this Code to the 1975 Representative Assembly:

"1. Administrators who might be members of the NEA could file charges against teachers thereby forcing the NEA to act and be a party to punitive action or dismissals.
"2. Some of our affiliates have the Code of Ethics in their negotiated agreements; therefore, nonmembers could bring charges against NEA members.
"3. Those affiliates with agency shop (fair share) provisions cannot refuse to represent a member who might have been expelled from the NEA on ethics charges.
"4. We object to an enforceable Code of Ethics where the dues-paying member cannot appeal the substance of his/her case to the elected leadership.
"5. We do not believe we have the right to make moral judgments against our colleagues.

"We favor, at this time, a 'statement of principles' as a code of ethics to which our members should adhere."

3. NOTICE TO RESCIND A MAY BOARD ACTION
(Bennett—Benson)
Rescinded, by roll-call vote, the May Board action reinstating the policy allowing the President to designate one full-time personal assistant to be retained according to the terms of a contract to be approved by the Executive Committee. This person shall not be regarded as a member of the NEA staff and his/her term shall not exceed the term of the President.

Roll Call Vote
(66—YES, 56—NO, 1—ABSTAIN, 4—NOT VOTING)

4. Defeated, by roll-call vote, an amendment to the substitute motion deleting the words "with the approval of the Executive Committee."

Roll Call Vote
(44—YES, 78—NO, 1—ABSTAIN, 4—NOT VOTING)

5. BUDGET, 1975-76
(McGarigal-Ocasek)
Approved the balanced Budget for 1975-76 in the amount of $41,742,000, for submission to the 1975 Representative Assembly.

Roll Call Vote
(88—YES, 39—NOT VOTING)

KEY: *"Y" voted in favor of the issue* *"N" voted in opposition to the issue* *"A" abstained on the issue* *"O" not voting (includes absentees and nonrespondents)*

NAMES	STATE	Roll Call Vote # 1 2 3 4 5	NAMES	STATE	Roll Call Vote # 1 2 3 4 5	NAMES	STATE	Roll Call Vote # 1 2 3 4 5
Butler	Ala.	Y Y N N Y	Roberts	Mass.	Y Y Y Y Y	Dyer	Okla.	– Y Y N Y
Hall	Ala.	O O N N O	Schutt	Mass.	– Y Y Y Y	Kidd	Okla.	Y Y Y N Y
Harrison	Alaska	N Y Y N O	Christian	Mich.	N N Y N Y	Paul	OR	– Y Y N Y
Arrington	Ariz.	O N Y N Y	Duckworth	Mich.	N N Y N Y	Smith, P.	OR	N Y Y N O
Elliott	Ark.	N N Y N Y	Jackson	Mich.	N N N N Y	Jewett	Overseas	N Y N Y Y
Marshall	Ark.	Y Y Y Y Y	Kosa	Mich.	N N Y N O	Benedetti	Pa.	N Y Y N O
Dolcini	Calif.	Y Y N Y O	Safronoff	Mich.	N N Y N Y	D'Andrea	Pa.	N Y Y N O
Edwards	Calif.	Y O N Y O	Urseth	Minn.	N N Y O Y	Dattola	Pa.	N N Y N O
King	Calif.	N Y Y N Y	Woodard	Minn.	N N Y N Y	Hackett	Pa.	N N Y N O
Lamb	Calif.	Y Y N Y Y	Woods	Miss.	O Y A Y Y	MacRae	Pa.	Y Y N Y Y
Slivkoff	Calif.	Y Y N Y O	Keeling	Mo.	N Y Y N Y	Velez	P.R.	O O O O O
Wong	Calif.	Y Y N Y Y	Kallin	Mont.	N Y Y N O	Mello	R.I.	N N Y N Y
Boggs	Colo.	N Y Y N Y	Lang	Nebr.	Y Y Y N Y	Marks	S.C.	Y Y N Y O
Petrocco	Colo.	N Y Y N O	Bunnell	Nev.	O Y Y N Y	Watkins, C.	S.C.	Y Y N Y Y
Bell	Conn.	N Y Y N Y	Sargent	N.H.	O N Y N Y	Smith, D.	S.D.	O Y Y N Y
Foster	Conn.	N Y Y N Y	Dagon	N.J.	Y N N Y Y	Beasley	Tenn.	Y Y Y N Y
Gates	Dela.	Y Y N N Y	Davenport	N.J.	Y N N Y Y	Benson	Tenn.	Y Y Y N Y
Datcher	D.C.	Y Y N N Y	Montgomery	N.J.	N N N Y Y	Tilson	Tenn.	Y Y Y N Y
Harner	Fla.	Y Y N Y O	Neblett	N.J.	Y – – – –	Amend	Texas	Y Y N Y O
Martin	Fla.	Y Y N Y Y	Totten	N.J.	Y N N Y Y	Reininger	Texas	N Y Y Y O
Husbands	Ga.	– Y N Y Y	Walker	N.J.	– A N Y Y	Stephenson	Texas	N Y Y Y O
Kimball	Ga.	N Y O Y O	Watkins, J.	N.Mex.	O Y Y N Y	Williams	Texas	Y Y N Y O
Pearce	Ga.	N – – – –	Blank, D.	N.Y.	Y N N N Y	Bennett	Utah	N Y Y N Y
Wright	Ga.	Y Y N Y Y	Carter	N.Y.	Y N N N Y	Chaffee	Vt.	N Y Y N Y
Fujimori	Hawaii	A Y Y Y Y	Cea	N.Y.	Y N N N Y	Lawrence	Va.	N Y Y N Y
Ducker	Idaho	N Y Y N Y	Cole	N.Y.	Y N N N O	Moody	Va.	N Y Y N O
Loyd	Ill.	N N Y N Y	Cortese	N.Y.	Y N N N O	Perdue	Va.	N Y N N Y
Mack	Ill.	N Y N N Y	Duesberg	N.Y.	Y N N N Y	Armbrust	Wash.	O Y Y N Y
Pasteris	Ill.	N Y Y N O	Hobart	N.Y.	Y N N N O	McDaniels	Wash.	O Y Y N Y
Rich	Ill.	N Y Y N Y	Kafka	N.Y.	Y N N N Y	Noell	W.Va.	Y Y N Y Y
Denny	Ind.	Y Y N Y Y	Pisa	N.Y.	Y N N N O	Blank, J.	Wis.	O Y Y N Y
Hock	Ind.	N Y Y N Y	Streiff	N.Y.	Y N N N O	duVair	Wis.	O N Y N Y
Mitchell	Iowa	Y Y N Y Y	Washington, R.	N.Y.	Y N O N Y	Niemeier	Wis.	O N Y N Y
Shearer	Iowa	Y Y N Y Y	Duncan	N.C.	Y Y N Y Y	Blakeslee	Wyo.	N Y Y N Y
Curry	Kans.	N Y Y N O	Johnson	N.C.	– O O O O	Tate (at large)	Ga.	Y Y N Y O
Swanson	Kans.	N Y Y N Y	Jones	N.C.	– Y N Y Y	McGuire	Ex. Com.	N Y Y N O
May	Ky.	N Y Y N Y	Lewis	N.C.	Y Y N Y Y	Wise	Ex. Com.	N Y Y N Y
Pessarelli	Ky.	N N Y N Y	Kolsrud	N.D.	Y Y N Y Y	McGarigal	Ex. Com.	Y Y N Y Y
Pringle	La.	N Y N Y Y	Dickau	Ohio	Y Y N Y O	Bowser	Ex. Com.	N Y Y N O
Sanders	Maine	N Y Y N Y	McDonald	Ohio	Y Y N Y O	Hickman	Ex. Com.	N Y Y N O
Eberly	Md.	N Y Y N Y	Savage	Ohio	Y Y N Y O	Ocasek	Ex. Com.	Y Y N N Y
Washington, J.	Md.	A N N A Y	Traxler	Ohio	O Y N Y Y	Ryor	Ex. Com.	N N Y N O
Flanagan	Mass.	Y Y Y Y Y	Willcox	Ohio	Y Y N N Y	Harris	Ex. Com.	– Y N O O

Poll Shows That NEA Delegates Would Be Strongly Influenced by Association Endorsement of U.S. Presidential Candidate

WASHINGTON, D.C.—The vast majority—92.6 percent—of NEA delegates to the annual meeting in Los Angeles said they would be positively influenced toward a candidate for U.S. President endorsed by NEA. The favorable response was revealed here by NEA Research, which polled all delegates to the Association's 1975 Representative Assembly.

Delegates were asked this question: "If a Presidential candidate is endorsed by the delegates to the 1976 NEA Representative Assembly, how would this affect your vote?"

The question was one of 28 in the poll aimed at measuring the involvement, awareness, and attitude of delegates toward NEA's bipartisan political-action program for endorsing candidates for Congress and the Presidency. A similar poll will be conducted later this school year among a sample of NEA's entire 1.8 million membership.

One-half (49.9 percent) of the respondents to the delegate poll said they *would be more likely to vote* for an NEA-endorsed candidate; 18.7 percent said they *would vote* for the endorsed candidate. And 24 percent indicated they *would reconsider their decision to vote* for another candidate if the opponent were endorsed by the NEA Representative Assembly. The Assembly, NEA's policy-making body, in 1974 approved a procedure for endorsement of a candidate for the Presidency in 1976.

Some 75 percent of the 8,296 delegates responded to the poll conducted in Los Angeles.

On the negative side, 7.1 percent said they would ignore the endorsement, and 0.2 percent said they would vote against the endorsed candidate. The total negative response amounted to 7.3 percent.

Delegates were asked to indicate their party (Democrat, Republican, or other) and their political philosophy, either conservative or liberal. Responses in the political category registered a high favorable mark with only an 8.5 percent difference between liberal Democrats (95.8 percent) and conservative Republicans (87.3 percent).

Liberal Republicans scored slightly higher at 92.3 percent than conservative Democrats, whose positive rating was 92.2 percent. Among those having no party preference, liberals had a 93.8 favorable percentage as compared to 88.7 percent for conservatives.

Delegates to the 1976 NEA Representative Assembly, which will be elected under provisions of the Association's new constitution, will make the final decision on endorsement of a candidate for the Presidency.

Mail ballots will be sent to all 1976 Assembly delegates by NEA-PAC, the Association's independent political-action arm, within two weeks after the last major party nominating convention—probably in late August or early September next year. The ballots will be mailed to delegates within one week of approval by NEA-PAC. NEA-PAC may also recommend a choice to delegates three days prior to the mailing of the official ballots.

The 1975 NEA Assembly approved an action to include "no endorsement" as an option on the ballot. If the ballot contains more than two options, a simple majority is required for endorsement. If, however, the ballot provides for only two choices, 58 percent is needed.

NEA Presents Checks for Migrant Farm Workers

WASHINGTON, D.C.—Funds for migrant farm workers, contributed by NEA teachers across the country, have been presented to three national organizations.

NEA Executive Director Terry E. Herndon presented checks totaling more than $7,000 at NEA Center last month. Recipients were the National Farm Workers Service Center, Keene, Calif.; the Mexican American Legal Defense and Educational Fund (MALDEF), San Francisco; and the National Congress of Hispanic American Citizens (El Congreso), Washington, D.C.

Present to accept checks from Herndon were Manuel D. Fierro, executive director of El Congreso, and Alfredo Perez, director of MALDEF's Washington, D.C., office.

Roy O. Fuentes, Migrant Project director in NEA's Teacher Rights division, said the Association has stepped up a variety of efforts in behalf of migrant farm workers, including the estimated 800,000 persons of school age. Only about half of these children are in school, according to Fuentes, who formerly was director of Program Research and Evaluation for the federal government's Cabinet Committee on Opportunities for Spanish Speaking People.

NEA IS RECOMMENDING a two-hour, made-for-television film that will be carried on CBS Thursday, October 2 (9 p.m., Eastern time). Titled "Fear on Trial," the film stars George C. Scott (above) as attorney Louis Nizer. The program, based on John Henry Faulk's book about his black-listing by broadcasters in the 1950's, is aimed at mature audiences.

NEA Notifies Members of Extension on Certain ERISA Provisions

WASHINGTON, D.C.—In compliance with federal regulations, this article serves as notice to NEA members that the Department of Labor has extended the effective date—from June 30, 1975 to December 31, 1975—on certain fiduciary responsibility provisions within the Employee Retirement Income Security Act of 1974 (ERISA).

The postponement applies to Sections 402, 403 (other than 403 [c]) and 405 (other than 405 [a] and [d]) of the Act. Following is a simplified explanation of each of these Sections:

Section 402—requires that the retirement plan be in writing and name the people who are in charge of administering the plan together with a description of how the responsibilities of operating the Plan are to be allocated. It also requires that the plan specify how it will be funded, how payments from the plan are to be made, and how it may be amended. Section 403 (a) and (b)—requires that a retirement plan with assets other than insurance policies must hold them in a trust fund. Section 403 (d)—requires a specific allocation of assets on termination of a pension plan. Section 405 (b)—places additional responsibilities on trustees for the actions of their co-trustees. Section 403 (c)—sets forth the ways in which a plan may divide responsibilities among the people who run it.

How Delegates in Los Angeles Responded

Question: "If a Presidential candidate is endorsed by the delegates to the 1976 NEA Representative Assembly, how would this affect your vote?"

	Total Respondents	Position Teacher	Other
I would vote for the endorsed candidate	1,130 18.7%	920 18.7%	177 19.6%
I would be more likely to vote for the endorsed candidate than for his opponent	3,008 49.9%	2,431 49.4%	473 52.3%
I would reconsider my decision to vote for another candidate if his opponent were endorsed	1,447 24.0%	1,213 24.7%	180 19.9%
I would ignore the endorsement	427 7.1%	343 7.0%	72 8.0%
I would vote against the endorsed candidate	15 0.2%	12 0.2%	2 0.2%
Totals	6,027 99.9%	4,919 100.0%	904 100.0%

in brief

Teaching Code of Ethics Revised

LOS ANGELES—NEA's 1975 Representative Assembly revised the Association's "Code of Ethics of the Teaching Profession" here in July. A few alterations—to the proposed 1974 form—were adopted on the floor. Action had been delayed one year by the 1974 Representative Assembly to allow state and local affiliates an opportunity to examine the revisions and voice their concerns.

As outlined in new NEA Bylaws, national enforcement of the Code is now carried out by a nine-member Review Board appointed by the NEA president with the advice and consent of the Board of Directors. For individual copies of the revised Code, write to: NEA Code of Ethics, Executive Office, NEA Center, 1201 16th St., N.W., Washington, DC 20036.

NEA Florida Affiliate Wins Over Veteran AFT Local

FORT MYERS, FLA.—NEA and the Florida Teaching Profession (FTP) chalked up their ninth representation election win recently, when teachers here endorsed the Teachers Association of Lee County (TALC).

The vote of 57 percent approval for TALC was considered especially significant since the Association had been organized only one year ago, while the country's AFT affiliate had been in existence for five years.

Deadlines Upcoming for Study Grants Abroad

WASHINGTON, D.C.—NEA's Office of International Relations this month alerted members to upcoming November 1 application deadlines for two grant/study opportunities abroad.

The 1976-77 Teacher Exchange Program, open to secondary and college teachers, teacher educators, supervisors, and curriculum directors, offers study in six specific subject areas. For more information and an application, write: Teacher Exchange Section, Division of International Education, Office of Education, U.S. Department of Health, Education, and Welfare, Washington, DC 20202.

The Institute of International Education will award some 550 grants for graduate study in 52 countries for 1976-77. For information and an application, write: Institute of International Education, Correspondence Unit, 809 United Nations Plaza, New York, NY 10017.

Herndon Named to Panel on Corrections Education

DENVER, COLO.—The Education Commission of the States (ECS) here has announced the appointment of NEA Executive Director Terry Herndon to a national advisory committee for its project on corrections education opportunities for adult and juvenile offenders.

Supported by a first-year grant of $240,000 from the national office of the Law Enforcement Assistance Administration, the three-year project will recommend educational alternatives to current correctional programs.

Herndon joins 31 other representatives from private enterprise, education, government, corrections, religion, and ex-offenders on the ECS panel, chaired by Wyoming Governor Ed Herschler.

Attention: NEA Life Members

NEA life members are entitled to a copy of the 1975 *Proceedings of the Representative Assembly*. The book will be mailed in January to life members who request it.

Experience has shown that many life members do not wish to receive this publication. If you are a life member and *do* want a copy, please clip, and return the mailing label from the front page of this *NEA Reporter* to NEA Membership Records at NEA Center. This label will be used to process your copy of the *Proceedings*.

Your letter of request—along with the label—must be received no later than October 31, 1975.

NEA PRESIDENT SPEAKS OUT FOR TEACHERS

NEA President John Ryor was one of five U.S. labor leaders invited to appear on a special, Labor Day weekend edition of NBC's "Meet the Press." Excerpts from the questions and answers follow here:

Guests: John Ryor, president, National Education Association

Jerry Wurf, president, American Federation of State, County, and Municipal Employees

Leonard Woodcock, president, United Automobile Workers

I. W. Abel, international president, United Steelworkers of America

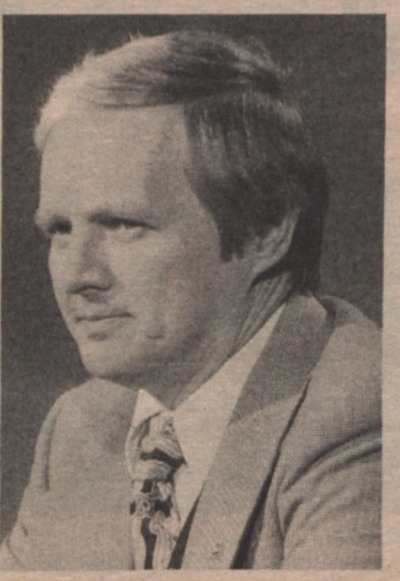
Robert A. Georgine, president, Building and Construction Trades Dept., AFL-CIO

Moderator: Lawrence E. Spivak

Panel: Hobart Rowen—*The Washington Post*
Byrone E. Calame—*Wall Street Journal*
Frank Swoboda—*Business Week*
Tom Pettit—*NBC News*

* * * *

NEA President John Ryor (left) and UAW President Leonard Woodcock talk prior to airtime in the "Meet the Press" studio. They agreed that President Ford's policies are not turning the economy around, not helping factory workers or public employees.



"I think it is critical that we reorder the priorities, that we get to financing the very critical needs of education," Ryor said.

NEA President Ryor (right) awaits newsman's question on the special Labor Day weekend "Meet the Press." Also on the program were Jerry Wurf (left), president of the American Federation of State, County, and Municipal Employees; and Robert Georgine (center), president of the AFL-CIO Building and Construction Trades Department.

Rowen: Mr. Ryor, as part of the growing power of the public unions sector, the unions in the public sector, the firemen, the policemen, the teachers and so on, how do you respond to the charge that the plight of the cities today can be blamed in large part on the higher wage and pensions this group of unions has won and is winning at a time when the cities are hard hit by recession?

Ryor: To begin with, I don't believe that is true. I don't believe that the teachers and the public employees in our major cities are the cause of the problem. It has always been a source of amazement to me that the victims are so often blamed for the situation. For example, in teaching in this country close to 80 percent of the teachers make less than the federal government says is a moderate standard of living for a family of four. The average teacher's salary in this country has increased 33 percent over the last five years. The cost of living has gone up 44 percent. That is 10 percent sacrifice, in my judgment.

Rowen: Aren't you concerned that a revolt of taxpayers, indeed including taxpayers who belong to some of the private industrial unions, may turn against you and force public officials, even if they wanted to, to turn down your demands?

Ryor: I don't think that is the major problem. I think what has to happen here is a reordering of the priorities at the national level.

Take a look at the veto of the education bill. Less than four percent increase in what education cost last year.

The Defense Department got an increase that was more than the total of everything the federal government spends on education. I think it is critical that we reorder the priorities, that we get to financing the very critical needs of education, public employment jobs in the cities and in our schools.

* * * *

Calame: Do you think that the growing militance of your organization in particular, which has become a very major union in the field of education, do you think that it is paying off for you?

Ryor: Well, I think definitely it is paying off. I think the organization of teachers and the need to speak for their own views, political, economic, personal, is very critical and I think when one looks at the facts around the teachers' strikes, many of them are for recognition. It is absolutely critical in our judgment that we have a federal collective bargaining bill that makes it possible to resolve those conflicts.

* * * *

Swoboda: Mr. Ryor, the National Education Association has become one of the largest unions in the country today. Can you see the day when the NEA joins the AFL-CIO?

Ryor: No, I don't see that day. I think our Representative Assembly has made it clear their interests lie principally in the direction of the Coalition of American Public Employees.

Swoboda: Do you then conversely think that the public employee unions have a better interest outside the AFL-CIO than they currently do?

Ryor: I believe that, and I think our people believe that, or we wouldn't be outside the AFL-CIO.

Swoboda: But can you organize in a vacuum, can you organize without the support, say, of Mr. Wurf's union and without closely working with his members?

Ryor: Well, I think working closely with Mr. Wurf's members is a desirable thing in my judgment, because there are many public employees around the school setting who are not teachers, but I think at the same time the question of organizing teachers is not a problem. We have grown at the rate of 4,200 members a week over the last year, and are the fastest growing public employee organization in the country.

THIS YEAR SEND SEASONS GREETINGS FROM SOMEPLACE NEW.

Pick your postmark anywhere from Moscow to Montego Bay, Rome to Rio, or Hawaii to The Holy Lands on NEA Educational tours

**JAMAICAN INTERLUDE (XJ-1,2)

XJ-1 Dec. 20-27, 1975
$349 plus 15% tax and service from New York
XJ-2 Dec. 27, 1975 — Jan. 3, 1976
$369 plus 15% tax and service from Boston
HIGHLIGHTS:
Enjoy a week in Montego Bay at the new, deluxe ocean-front Rose Hall Intercontinental Hotel. A rum swizzle party is included, as well as a hospitality desk to book optional tours or assist with individual plans.
TOUR FEATURES:
- Round-trip jet transportation via Trans International Airlines
- Hotel accommodations for seven nights based on twin occupancy
- Optional meal plan available
- Round trip transfers between airport and hotel
- Baggage handling for two pieces of luggage and tips to hotel service personnel

*SKI THE ALPS OF BAVARIA (XGP)

Dec. 24, 1975 — Jan. 2, 1976
$579 from New York
$692 from Chicago
Single Supplement: $30
HIGHLIGHTS:
Visit one of the world's most renowned ski resorts, Garmisch-Partenkirchen. There are slopes for every skier from beginner to expert. Experienced English-speaking instructors and the latest skis and boots are available but not included in the tour price.
TOUR FEATURES:
- Round-trip transatlantic flight on Swissair
- Second-class hotel accommodations based on two persons sharing twin-bedded room with bath
- Breakfast and dinner daily
- Transfers from Zurich to Garmisch and return
- Tips to airport and hotel porters

CHRISTMAS AND NEW YEAR'S IN BAVARIA (RTGP)

Dec. 18, 1975 — Jan. 1, 1976
$1,149 from New York
Fare based on GIT Airfare — IT5SR1WCTO4
Single Supplement: $59
HIGHLIGHTS:
"Fröhliche Weihnachten" (Merry Christmas), and "Ein Gluckliches Neues Jahr" (Happy New Year) for NEA retired members in Garmisch-Partenkirchen in the Bavarian Alps. Included are: Local sightseeing; excursions to Innsbruck, Salzburg, and Oberammergau; sleigh rides; Christmas and New Year's Eve parties; visits to families in their homes.
TOUR FEATURES:
- Round-trip jet transportation via Swissair
- 13 nights at first-class hotel
- All meals including beverage
- Round-trip transfers between airport and hotel
- Tips to airport and hotel porters

*MOROCCAN HOLIDAY (MH)

Dec. 23, 1975 — Jan. 3, 1976
$749 from New York
Single Supplement: $55.50
HIGHLIGHTS:
Visits to: Marrakech, the oasis city; Agadir and the camel market at Goulimine; Essaouira, an old fortress town; Rabat, the capital; and Fes, known for its 1,100 year-old university, its mosques and its museums. (Camel Market trip is optional)
TOUR FEATURES:
- Round-trip air transportation on Royal Air Maroc
- First-class hotels with private bath, based on double occupancy
- Continental breakfast and dinner daily, including gala Christmas and New Year's Eve dinners
- Round-trip transfers between airports and hotels
- Tips to airport and hotel porters

*RUSSIAN WINTER FESTIVAL (XRF)

Dec. 23, 1975 — Jan. 2, 1976
$862 from New York
Single Supplement: $40
HIGHLIGHTS:
Visit Moscow and Leningrad, with both planned sightseeing and free time for your own touring. Included are three theater performances, a New Year's Eve party at Moscow's renowned Arbat Restaurant, and a troika ride.
TOUR FEATURES:
- Round-trip transatlantic flights via Finnair; flights Helsinki/Leningrad and Moscow/Helsinki via Aeroflot
- First-class accommodations with private bath
- Three meals daily
- Transfers between airports and hotels
- Tips to airport and hotel porters

**ISTANBUL (XIT)

Dec. 22-30, 1975
$399 plus 15% tax and service from New York (plus $4.00 departure tax).
Single Supplement: $79
HIGHLIGHTS:
Half-day sightseeing tour of Istanbul; one-hour cruise on the Bosporus; walking tour of the Grand Bazaar; a show of Turkish fashions; an afternoon of Turkish music; special shopping discounts; a welcome party; an Istanbul map and guidebook; and a tour host.
TOUR FEATURES:
- Round-trip jet transportation on Trans International Airlines
- Accommodations at the deluxe Buyuk Tarabya Hotel based on two persons sharing a twin-bedded room with bath or shower
- Continental breakfast each morning
- Round-trip transfers between airport and hotel
- Tips to airport and hotel porters

**CHRISTMAS IN THE CANARY ISLANDS (XCI-1,2)

XCI-1 Dec. 19-27, 1975
$329 plus 15% tax and service from New York
XCI-2 Dec. 26, 1975 — Jan. 3, 1976
$329 plus 15% tax and service from Boston
Single Supplement: $70
HIGHLIGHTS:
Half-day sightseeing tour of the city of Puerto da la Cruz on Tenerife, largest island of the Canaries, including the Jardín Botánico and the 17th century fortress of San Felipe, now a museum; a welcome sangria party; hospitality desk to book optional tours or help you with individual plans.
TOUR FEATURES:
- Round-trip charter jet on Trans International Airlines (See Transportation/Land Cost Data paragraph)
- Accommodations at the Melia Puerto de la Cruz
- Optional dining plan which includes 7 continental breakfasts and 5 dinners available for $30 per person
- Round-trip transfers between airport and hotel
- All taxes, tips, and baggage handling

**CHRISTMAS IN ROME (XRI)

Dec. 21-29, 1975
$399 plus 5% tax and service from New York
Single Supplement: $35
HIGHLIGHTS:
Enjoy the experience of being in Rome for the close of the 1975 Holy Year on December 25. Included will be a half-day sightseeing tour by private motorcoach with all entrance fees paid and English-speaking guide.
TOUR FEATURES:
- Round-trip jet transportation on Pan American World Airways
- Accommodations at the first-class Residence Palace Hotel (or similar) based on sharing twin-bedded rooms with private bath
- Continental breakfast daily
- Round-trip transfers between hotel and airport
- Baggage tips and porterage

*NEW YEAR'S IN COPENHAGEN (XCD)

Dec. 26, 1975 — Jan. 2, 1976
$577 from New York
Single Supplement: $30
HIGHLIGHTS:
Half-day Grand Copenhagen tour; New Year's Eve dinner at Lorry's, including variety show.
TOUR FEATURES:
- Transatlantic flight via Scandinavian Airlines
- Accommodations at the Imperial Hotel (or similar) based on two persons sharing twin-bedded room with bath
- Continental breakfast daily plus New Year's Eve dinner
- Round-trip transfers between hotel and airport
- Tips to airport and hotel porters

ANDES AND THE LOCKS (COLOMBIA AND PANAMA) (CPX-1,2)

CPX-1 Dec. 21-28, 1975
CPX-2 Dec. 27, 1975 — Jan. 3, 1976
$499 from Miami
$610 from New York and Washington, D.C.
$701 from Chicago
Fares based on GIT Airfare — IT5BN1NEA4
Single Supplement: $71
HIGHLIGHTS:
Tour of the city of Bogotá; motorcoach tours to surrounding areas, including Fusagasuga, Soacha, Jardin Luxemburgo, Puente Boyaca and Tunja. Motorcoach tour of Panama City, including residential areas, the Presidential Palace, the Miraflores Locks, and Taboga Island.
TOUR FEATURES:
- Round-trip jet transportation via Braniff International Airlines
- First-class hotel accommodations with private bath, based on double occupancy
- Four lunches
- Transfers between airports and hotels and tips, taxes and service charges in connection with tour activities
- Ground transportation in Colombia and Panama by motorcoach

GENERAL INFORMATION

ELIGIBILITY

***Affinity Group Airfares.** Prices of tours with an asterisk are based on use of the group-rate airfares in effect at the time of publication which are available to 40 or more persons traveling together on all flights and who have been members of the NEA for more than six months prior to the scheduled departure dates. Members of the immediate family (limited per CAB regulations to the spouse, dependent children and parents of the NEA member who reside in member's household) are eligible to participate at the group rate provided they travel with the NEA member. If cancellation of a reservation is filed with the airline between 21 and 30 days prior to departure date, a penalty of 10% of the airfare is assessed; if the cancellation is filed with the airline less than 21 days to departure date, a penalty of 25% of the airfare is assessed by the airline. If the minimum required number of participants is not reached, the tour may be offered at the next lowest available airfare or it may be cancelled.

****Charter Airfares.** Prices of tours marked with two asterisks are based on use of chartered jets. NEA membership of at least six months duration as of date of departure is a requirement for participation. Members of the immediate family (but limited per CAB regulations to the spouse, dependent children and parents residing in member's household) are eligible to participate and it is not required that the NEA member be a participant in order for the member of the immediate family as described above to qualify. Nonmembers of the NEA, other than family as described above, are ineligible to participate per CAB regulations.

GIT Airfare. Christmas and New Year's in Bavaria (RTGP), Christmas in Guatemala (XG), Christmas in the Holy Lands (XHL), Andes and the Locks (CPX-1,2), Honolulu Malihini (XHM) and Hawaiian Kalikimaka (XHK) are cost-based on use of group-inclusive tour basing airfare available to 10 or more persons (154 to Hawaii) who are traveling together on all flights and are available to NEA members, relatives, and friends. Per airline regulations, 25% of the GIT airfare is nonrefundable should a tour member cancel 21 days or less before scheduled departure date; for Hawaii tours, see paragraph on cancellations.

Cancellations. There will be a $15 cancellation fee per person for each reservation cancelled, regardless of reason, on all tours/flights. Additionally, other penalties and cancellation fees may apply due to nonrefundable advance payments or commitments made by NEA Educational Travel to airlines, hotels, tour operators, etc. For all Hawaii tours a $100 penalty will be assessed unless a replacement is found; cancellations received 15 days or less before departure will be assessed a $100.00 penalty per person, regardless of whether a substitute is found. The above cancellation penalties are in addition to the $15 service cancellation fee mentioned above, which applies to all tours cancelled. On charter airfares/charter tours, cancellations received less than 60 days before departure will result in forfeiture of all monies paid unless eligible substitute is found by the cancelling party. Prices, dates and itineraries are subject to change.

****Transportation/Land Cost Data.** Tours coded XJ-1,2, XIT, XCI-1,2, and XVA are based on use of affinity charter flights on Trans International Airlines DC-8 jets, capacity of 254 seats per flight. Tours coded RBX and XRI are based on use of affinity charter by Pan American World Airways B-707 jet, with capacity of 180 seats. The airfare portion is subject to increase on a pro rata basis should the number of participants be fewer than aircraft capacity. No administrative fee in the airfare portion is included on the part of the charterer except as footnoted below:

CODE	AIRFARE	LAND COST	TOTAL PRICE
XCI-1,2	$198.00	$180.35	$378.35
XJ-1	$130.00	$271.35	$401.35
XJ-2	$150.00	$274.35	$424.35
RBX	$351.00	$191.00	$542.00
XRI	$239.90	$179.05	$418.95
XVA	$225.31	$184.54	$412.85[1]
XIT	$276.53	$179.32	$458.85[1]

[1]Includes $3 per person adm. fee.

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Other programs appeared in the September issue of the NEA Reporter and will appear in the Catalogue of Services.

APPLICATION FOR NEA EDUCATIONAL TRAVEL
Send application to: **NEA Educational Travel 1201 16th Street, N.W. Washington, D.C. 20036**

Deposit of $100 per person is required for reservation. There is a $15 cancellation fee on all reservations cancelled.

Please reserve.....spaces on.....departing on.....
(code no. of tour/flight) date

from..... Enclosed is a deposit of $.....

Name(s).....
(Please give names and addresses of persons on a separate sheet)

Address.....

City..... State..... Zip.....

Home Phone..... School Phone .....

CONTINUED ON NEXT PAGE

CONTINUED FROM PRECEDING PAGE

HONOLULU MALIHINI (XHM) (ONE ISLAND)
Dec. 23, 1975 — Jan. 2, 1976
$454 plus 10% tax and service from Portland, Seattle, San Francisco, Los Angeles
$484 plus 10% tax and service from Chicago, St. Louis, Dallas
$539 plus 10% tax and service from Cleveland, Detroit, Indianapolis
$574 plus 10% tax and service from New York, Washington, D.C., Boston, Philadelphia
PRICE VARIATIONS:
Single-room supplement: $135 additional
Triple-room reduction: $10 per person
Child (2 thru 11) reduction: $100 per child
HIGHLIGHTS:
Little Circle Island Tour of Oahu; traditional flower lei greeting on arrival; services of local escorts; welcome briefing party with native entertainment.
TOUR FEATURES:
• Round-trip jet transportation as follows: From Portland and Seattle via Northwest Orient Airlines; From San Francisco and Los Angeles via Pan American World Airways; From all other cities: From gateway city to West Coast via American Airlines; From West Coast to Hawaii via Pan American World Airways
• Superior accommodations for seven nights at the deluxe Hilton Hawaiian Village, Waikiki Beach, Oahu, and two nights at the deluxe Kuilima Resort Hotel, North Shore, Oahu; based on sharing twin-bedded room with bath
• Round-trip transfers between airport and hotel
• Baggage tips and porterage for two pieces of luggage
• Tips to guides/coordinators for scheduled tour events

HAWAIIAN KALIKIMAKA (XHK) (TWO ISLANDS)
Dec. 23, 1975 — Jan. 2, 1976
$483 plus 10% tax and service from Portland, Seattle, San Francisco, Los Angeles
$513 plus 10% tax and service from Chicago, St. Louis, Dallas
$568 plus 10% tax and service from Cleveland, Detroit, Indianapolis
$603 plus 10% tax and service from New York, Washington, D.C. Boston, Philadelphia
PRICE VARIATIONS:
Single-room supplement: $135 additional
Triple-room reduction: $10 per person
Child (2 thru 11) reduction: $100 per child
HIGHLIGHTS:
Little Circle Island Tour of Oahu; tour of Kona and Volcano National Park on the big island of Hawaii; traditional flower lei greeting on arrival; services of local escorts; welcome briefing party with native entertainment.
TOUR FEATURES:
• Round-trip jet transportation as follows: From Portland and Seattle via Northwest Orient Airlines; From San Francisco and Los Angeles via Pan American World Airways; From all other cities: From gateway city to West Coast via American Airlines; From West Coast to Hawaii via Pan American World Airways; Inter-island jet transportation on Hawaiian Airlines
• Accommodations based on sharing twin-bedded room with bath in deluxe hotels with superior rooms as follows: 7 nights at the Hilton Hawaiian Village, Waikiki Beach, Oahu, and 2 nights at the Kona Surf Resort, Kona, big island of Hawaii
• Round-trip transfers between airport and hotel
• Baggage tips and porterage for two pieces of luggage
• Tips to guides/coordinators for scheduled tour events

****WALTZ TIME IN VIENNA (XVA)**
Dec. 23-31, 1975
$359 plus 15% tax and service from New York
Single Supplement: $79
HIGHLIGHTS:
Half-day sightseeing tour includes the Clock Museum, Baroque Palace, Capuchin's Crypt and other historical sights. Enjoy the opportunity to visit the Vienna Opera, the Vienna Boys Choir, the beautiful Danube and the Vienna Woods.
TOUR FEATURES:
• Round-trip transportation on Trans International Airlines
• Accommodations at the Park Hotel Schonbrunn
• Continental breakfast daily
• Round-trip transfers between airport and hotel
• Tips to airport and hotel porters

CHRISTMAS IN GUATEMALA (XG)
Dec. 21-31, 1975
$589 plus 15% tax and service from New York
Fare based on GIT airfare — IT5PA1DCPF
Single Supplement: $93
HIGHLIGHTS:
Morning tour of Guatamala City including such features as the National Palace, the Cathedral and the Synagogue. Visit also the quaint city of Antigua; Lake Atitlán and the Indian Village of Santiago de Atitlán; Quezaltenango; the markets of Solola, Chichicastenango, and San Francisco El Alto; excursion to Tikal, lost city of the Mayas.
TOUR FEATURES:
• Round-trip jet transportation via Pan American World Airways
• First-class hotel accommodations with private bath, based on twin occupancy
• 14 meals
• Transfers between airports and hotels
• Baggage handling

****RENDEZVOUS IN RIO (RBX)** REVISED
Dec. 23-31, 1975
$499 plus $43 tax & service from New York
Single Supplement: $85
HIGHLIGHTS:
Half-day sightseeing tour of Rio with English-speaking guide; visit to a gem cutting factory; a tour host throughout the trip; swimming; shuttle bus service available to Copacabana Beach and shopping areas.
TOUR FEATURES:
• Round-trip jet transportation via Pan American World Airways Chartered Boeing 707 Jet
• Accommodations at the Rio-Sheraton Hotel, based on sharing twin-bedded room with private bath or shower
• Seven breakfasts
• Round-trip transfers between airport and hotel
• Baggage handling and tips at airport and hotel for two medium sized bags per person

NEA International Institutes: Three worlds of experience in learning and living.

Exciting travel-study programs for the unified membership offer graduate and in-service credit.

The Japan-East Asia Experience.
Gain firsthand knowledge of Asian culture and education. The program begins with a week of orientation at the University of Hawaii followed by five weeks in Tokyo, a week of touring in Japan, two weeks in Kyoto, one week in Seoul, one week in Hong Kong and a final week in Honolulu. Efforts are underway to include a visit to Canton in the People's Republic of China. The cost is $3,450 per member, per term including transportation from Los Angeles and return, lodging, tuition, tours and some meals.

The Mexico-Central America Experience.
Mexico City, Panama City and San Antonio provide some of the exciting settings for exploring multi-cultural education in urban and rural environments. You'll gain insight into the mixture of Spanish, Indian and American cultures, the emergence of modern societies, and the survival of ancient traditions. From the ruins of Montezuma to the Panama Canal, you'll come to understand the Latin American influences in our society and in your classroom. The cost is $2,950 per member, per term including transportation from San Antonio and return, lodging, tuition, tours and some meals.

The England-Western Europe Experience.
You'll experience London in depth—its great culture and its unique educational institutions—during an extensive stay. You'll also discover Shakespeare country and historic Glasgow's great university. Then you'll fly to the Continent for adventure and learning in scenic Cologne on Germany's Rhine and in beautiful Paris. The program includes ten weeks in England and Scotland, and one week each in Cologne and Paris. Cost is $3,950 per member, per term including transportation from Washington and return, lodging, tuition, tours and some meals.

NEA INTERNATIONAL INSTITUTE

The International Institute is sponsored in conjunction with INTEC (Inter-University International Teacher Education Council, Inc.), a consortium of major U.S. colleges and universities formed to provide around-the-world educational programs. Up to six graduate credits may be earned as an enrollee in any of the three institutes. Terms begin for each Institute in September 1976, January 1977, and April 1977. For more information, please mail the coupon.

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Mrs. Natalie Gladstone

Please send me more facts on the International Institute programs checked below.

☐ **ENGLAND-WESTERN EUROPE** ☐ **FALL TERM** September-December, 1976
☐ **JAPAN-EAST ASIA** ☐ **WINTER TERM** January-March, 1977
☐ **MEXICO-CENTRAL AMERICA** ☐ **SPRING TERM** April-June, 1977

I would like to bring the following family members:

Spouse..... Children.....

NAME.....

ADDRESS.....

CITY..... STATE..... ZIP.....

SCHOOL..... SCHOOL DISTRICT.....

CHRISTMAS IN THE HOLY LANDS (XHL)
Dec. 22, 1975 — Jan. 1, 1976
$770 from New York.
Fare based on GIT Airfare — IT5LY10328MOD
Single Supplement: $50
HIGHLIGHTS:
Included are 2 morning tours: one of the old city of Jerusalem, one of the new city of Jerusalem. See the Pool of Bethesda, Wailing Wall, Pilate's Palace, Chapel of the Flagellation, Way of the Cross, Church of the Holy Sepulchre, Mount of Olives, Garden of Gethesemane, Church of All Nations, Virgin's Tomb and, in Bethlehem, Rachel's Tomb, Church of the Nativity, St. Jerome's Chapel and Milk Grotto. At Mt. Zion see the tomb of King David and the Room of the Last Supper. Browse through the Israel Museum with its Billy Rose Art Garden and Dead Sea Scrolls. Visit The Dome of the Rock and the Al-Aqsa Mosque. Sightsee in Galilee via Jacob's Nazareth, Cana and Tiberias. Highlighting your trip will be the Bethlehem procession and attendance at the Midnight Mass. Optional one day trip to Mt. Sinai, Santa Catharina and Eilat — $115.
TOUR FEATURES:
• Round-trip jet transportation
• Deluxe and first-class accommodations with private bath on twin basis
• 3 meals daily per custom of the country
• Round-trip transfers between airport and hotel
• Tips to airport and hotel porters

TRANSPORTATION ONLY, CHRISTMAS 1975
All fares include $3.00 U.S. departure tax

*TO/P1	Dec. 23, 1975	New York-Paris	$344.00
	Jan. 2, 1976	Paris-New York	
*TO/P2	Dec. 27, 1975	New York-Paris	$374.00[1]
	Jan. 3, 1976	Paris-New York	
*TO/L1	Dec. 21, 1975	New York-London	$335.00
	Dec. 30, 1975	London-New York	
*TO/L2	Dec. 24, 1975	New York-London	$335.00
	Dec. 31, 1975	London-New York	
*TO/21	Dec. 24, 1975	New York-Zurich	$354.00
	Jan. 2, 1976	Zurich-New York	
*TO/22	Dec. 24, 1975	Chicago-Zurich	$467.00
	Jan. 2, 1976	Zurich-Chicago	
*TO/C	Dec. 26, 1975	New York-Copenhagen	$369.00[2]
	Jan. 2, 1976	Copenhagen-New York	
**TO/R	Dec. 21, 1975	New York-Rome	$239.90
	Dec. 29, 1975	Rome-New York	

[1]Includes weekend surcharge of $30.00.
[2]Includes weekend surcharge of $15.00 for eastbound portion.
Note: Round-trip transportation to Rome is space-limited, via Pan American World Airways charter, with a capacity of 180 seats. There is no administrative fee by the charterer included in the airfare. Airfare is subject to increase on a pro rata basis should the number of participants be less than 180. See paragraph *Charter Airfares* for regulations and restrictions.

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nea reporter

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Teachers + Collective Bargaining = Better Schools

	22	17,455	18,122	20,250	20,550	20,985	22,120
	23	17,455	18,122	20,250	20,550	20,985	22,120
	24	17,455	18,122	20,250	20,550	20,985	22,120
$900	25	18,355	19,022	21,150	21,450	21,885	23,020
	26	18,355	19,022	21,150	21,450	21,885	23,020
	27	18,355	19,022	21,150	21,450	21,885	23,020
	28	18,355	19,022	21,150	21,450	21,885	23,020
$900	29	19,255	19,922	22,050	22,350	22,785	23,920

In state after state, NEA teachers are winning the right to collective bargaining—and they are finding that the process opens a new era for schools and learning.

This year Iowa teachers are setting the example, hammering out contracts under a new law they lobbied to get **(see page 4).**

In California, a new collective bargaining law has just been signed into law. The California Teachers Association is already helping teachers gear up for bargaining **(see page 6).** Meanwhile, Los Angeles teachers marched on picket lines to win a $30 million contract **(see page 7).**

Teachers in New York state, bargaining with help from a solid UniServ network, are winning contracts that mean higher salaries and better teaching conditions **(see page 6).**

College teachers, too, are finding that bargaining can make a difference. At Ferris State, in Michigan, the faculty association has just won a record-setting contract **(see page 8).**

School lunch program saved

Teachers Again Force Override of Ford Veto

WASHINGTON, D. C.—NEA and its affiliates won another major victory here last month as Congress decisively overrode President Ford's veto of a bill to expand the national school lunch and other child nutrition programs. The vote in response to a concerted drive by the education community was 397 to 18 in the House and 79 to 13 in the Senate.

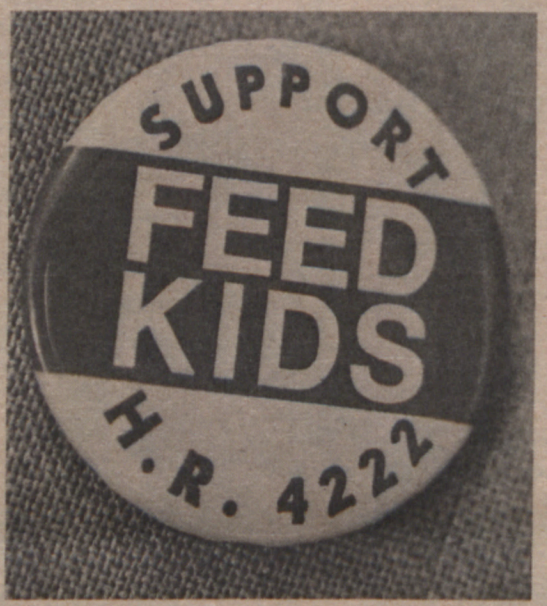
Less than a month before the school lunch override, a massive effort by the nation's teachers saved the 1976 education appropppriations bill from a presidential veto. Mr. Ford's disapproval of the $2.6 billion school lunch measure proved that the Chief Executive "is not only insensitive to the learning needs of children, but their nutrition as well," said NEA President John Ryor as Congress geared up for the second override.

Although the fiscal 1976 expenditures for child nutrition programs are increased by only $200 million in the bill (HR 4222), these programs are extended to many groups of children previously excluded. In its action to override, Congress rejected the President's proposal to curtail funding and to limit federal spending to feeding programs only for the poor. HR 4222 continues the federal commitment to school lunch and child nutrition programs.

The reduced-price program is expanded so as to provide school meals at reduced costs (of 20 cents or less) to more children from working poor and near-poor families. Currently, the provisions of reduced-price breakfasts and lunches is a local school option, and less than three percent of the lunches served this past year were served at a reduced price. The legislation requires all schools to offer reduced-price meals to eligible students and raises the eligibility level for such meals from the present 175 percent of the poverty level to 195 percent—$9,770 per annum for an urban family of four.

The bill also requires that the poverty indices, used to determine eligibility for free and reduced-price meals, be raised to more current levels. At present, there is a 12-to-24-month time lag in the yearly update of the guidelines, thus excluding many needy children from the benefits of free or reduced-price meals.

The school breakfast program authorization is now extended on a permanent basis and Congress requires that it be extended to all schools where it is needed to provide adequate nutrition for children in attendance.



Many teacher lobbyists wore this pin as they made their rounds on Capitol Hill.

HOUSE MEMBERS WHO VOTED AGAINST SCHOOL LUNCH (TO SUSTAIN THE PRESIDENT'S VETO)

Robin Beard (R-Tennessee)
Omar Burleson (D-Texas)
James Collins (R-Texas)
Philip Crane (R-Illinois)
Samuel Devine (R-Ohio)
William Dickinson (R-Alabama)
Edward Hutchinson (R-Michigan)
Robert Krueger (D-Texas)
Manuel Lujan, Jr. (R-New Mexico)
Lawrence McDonald (D-Georgia)
Robert Michel (R-Illinois)
John Rousselot (R-California)
Herman Schneebeli (R-Pennsylvania)
Bud Shuster (R-Pennsylvania)
Sam Steiger (R-Arizona)
Steven Symms (R-Idaho)
Olin Teague (D-Texas)
Charles Wiggins (R-California)

HOUSE MEMBERS NOT VOTING

David Bowen (D-Mississippi)
James Broyhill (R-North Carolina)
J. Herbert Burke (R-Florida)
John Duncan (R-Tennessee)
John Fary (D-Illinois)
Andrew Hinshaw (R-California)
John Jenrette, Jr. (D-South Carolina)
James Martin (R-North Carolina)
John Moss (D-California)
George O'Brien (R-Illinois)
James Quillen (R-Tennessee)
Donald Riegle, Jr. (D-Michigan)
Leo Ryan (D-California)
B. F. Sisk (D-California)
W. S. (Bill) Stuckey, Jr. (D-Georgia)
James Symington (D-Missouri)
Morris Udall (D-Arizona)
Bob Wilson (R-California)

SENATE MEMBERS WHO VOTED AGAINST SCHOOL LUNCH (TO SUSTAIN THE PRESIDENT'S VETO)

Dewey Bartlett (R-Oklahoma)
Henry Bellmon (R-Oklahoma)
James Buckley (R-New York)
Carl Curtis (R-Nebraska)
Paul Fannin (R-Arizona)
Barry Goldwater (R-Arizona)
Robert Griffin (R-Michigan)
Clifford Hansen (R-Wyoming)
Jesse Helms (R-North Carolina)
Roman Hruska (R-Nebraska)
James McClure (R-Idaho)
William Scott (R-Virginia)
John Tower (R-Texas)

SENATE MEMBERS NOT VOTING

Howard Baker (R-Tennessee)
William Brock (R-Tennessee)
E. J. (Jake) Garn (R-Utah)
Philip Hart (D-Michigan)
Floyd Haskell (D-Colorado)
Paul Laxalt (R-Nevada)
Stuart Symington (D-Missouri)
Strom Thurmond (R-South Carolina)

Teachers Boost Durkin To Victory

Teacher leaders and newly elected U.S. Sen. John Durkin (D-New Hampshire) are all smiles as Durkin praises teachers for playing a vital role in his special election victory over Republican Congressman Louis Wyman on September 16. From left: NEA Government Relations Consultant Joseph Letorney; Don Murphy, immediate past president of the New Hampshire Education Association and teacher campaign coordinator; Senator Durkin; and John Tucker, NHEA executive secretary. Durkin called the contribution of teachers to his victory "significant and extremely important both financially and in terms of manpower." More than 300 teachers were involved; NEA-PAC contributions to Durkin totalled $9,500.

NEA Warns That Mainstreaming Trend Carries Potential Harm

WASHINGTON, D.C.—Class size, a thorny problem in teacher-school board negotiations across the nation this fall and a major issue in some teacher strikes, could become an aggravated problem as thousands of handicapped children are transferred full-time or part-time to regular classrooms, NEA President John Ryor said this month.

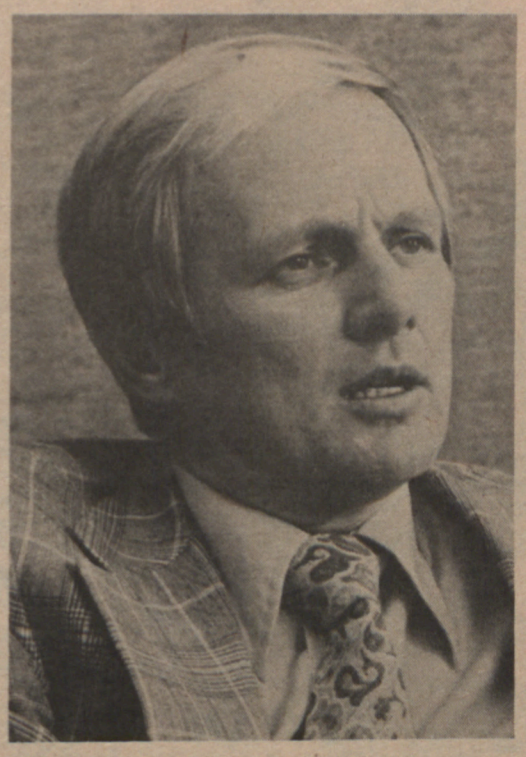
Ryor emphasized that this "mainstreaming" trend now sweeping the country is "a promising, democratic development, as American as apple pie." Under ideal conditions, it can provide needed education for more handicapped and make other children more understanding. He warned, however, that mainstreaming carries potential harm both for America's 8 million handicapped school-age boys and girls and the more than 40 million nonhandicapped if rushed forward without adequate preparation and funding.

Of 44 state affiliates that responded to an NEA survey, 22, or 50 percent, reported there was a state law or regulation in effect that handicapped children be placed in regular classes at least some of the time.

Possible federal legislation in the near future could give further impetus to the mainstreaming drive, although the bill does not mandate mainstreaming. Both houses of Congress have passed the Education for All Handicapped Children Act, and the bill now is in a joint conference.

"There's no question about it," said Ryor, referring to the whole mainstreaming trend, "this basically good program, riding a wave of enthusiasm, is being pushed far too fast."

There's no question about it," said Ryor, "this basically good program, riding a wave of enthusiasm, is being pushed far too fast."



The energetic efforts of parents' groups have been a major factor behind federal and state legislative action. Court decisions and education's emphasis on the individual child also have combined to give mainstreaming its strong, rapid thrust.

One grave danger, said Ryor, is that some economy-obsessed school boards will, after placing their handicapped into regular classrooms, fire their special education teachers.

"How ironic it would be," observed Ryor, long a Michigan teacher, "if a forward-looking program meant to serve the nation's handicapped children should result in our disposing of those teachers best prepared to help them. And at the same time, add another burden to the already pressured regular teacher and make it impossible for him or her to do much more than babysit."

"Can you imagine," Ryor continued, "the plight of a teacher who is suddenly and for the first time presented with a blind child, a spastic, an emotionally disturbed child—or even all three—as additions to the 40 'normal' students?"

The Pennsylvania State Education Association, an NEA affiliate, has, for example, held extensive hearings on mainstreaming and "has found a deep grassroots concern about it among teachers," NEA reports.

Why Teachers Face a Shortage of Jobs

A Statement by NEA Secretary-Treasurer John T. McGarigal

In the past few months, NEA has fought for, and won, an override of President Ford's veto of a $7.5 billion education bill. Having the added monies provided by this bill will help somewhat to fund new teaching positions or keep existing ones—but let's look at other factors related to the current teacher job shortage.

The impact of our faltering economy has been felt in almost all of the nation's 16,000 school districts. Compromises in educational quality are commonplace as these districts strive to balance budgets. Public school systems have been forced to cut back sharply on the size of their teaching staffs. Many have eliminated special programs and fired nonteaching employees.

Cutbacks Revealed

Further, a recent NEA poll shows that over 39 percent of schools are increasing class size; 42 percent are reducing instructional materials purchases; 28 percent are eliminating programs; 26 percent have reduced enrollments in music, physical education, and other special courses; and 17 percent are curtailing extracurricular activities.

School boards squeezed by tight budgets are not hiring experienced, qualified teachers and are rejecting teachers with a master's or doctorate. Also, the job market for qualified persons returning to teaching after a break in service has virtually disappeared.

Declining Enrollments and Teacher Surplus

The decline in enrollments began in 1971, when a peak of over 59 million students were enrolled, but any fiscal savings brought about by this decline has been eaten up by rising inflationary costs. These dwind'ing numbers of students actually face a *reduction* in educational services as a by-product of inflation and recession.

An NEA survey on teacher supply and demand shows that if every one of the 223,450 beginning teachers from the 1974 graduating class had been hired, this still would have been 466,500 short of the number needed to bring a "minimum standard of quality" to America's schools. In fact, there were only 108,400 openings—not enough for even half of the available teacher applicants. During this past September, NEA estimated that 200,000 qualified teachers were looking for other employment.

Trend Till 1986

The unemployment and underemployment problems of 1975 result,in part, from the sheer volume of the now-record number of persons reaching adulthood. The unusually high number of persons reaching the age of college graduation each year will continue until 1986.

Thus the number of potential school workers is increasing each year. At the same time, the number of persons to be served is decreasing. Present and projected birthrate data indicate that this imbalance—this double-barreled effect—in teacher supply and demand will continue until at least 1984.

Getting qualified teachers back in the school now would give our economy a boost by moving these people out of noneducation jobs and thereby opening the employment doors for many other unemployed people. The present record supply of certified teachers could be used to prevent or reduce overcrowded classrooms, raise the quality of education for handicapped and disadvantaged children, individualize instruction and curriculum, make kindergarten programs universal, upgrade adult education, and reinstate cutbacks in school offerings and services.

The underemployment of persons trained to teach is clearly a function of shortages of school programs rather than the lack of need or worth of the potential educational services.

Federal Funds Needed

An urgent question, though, is, Where will the money come from to employ additional educators? Many communities are already straining to meet present costs.

However, instead of raising local property taxes to increase much-needed school revenues, NEA advocates that additional funds for education come from the states and the federal government. NEA believes that educational funding should be set as a top priority in national planning, and that teachers should support political candidates who share this view. The federal financial contribution to schools should rise to 33⅓ percent—from the current eight percent. Only greater state and national effort will equalize educational opportunity through an improved financing system.

Underinvestment in Education

We do not have a true teacher surplus today, but rather a situation whereby an underinvestment in education has created empty classrooms and unemployed teachers.

When our legislators accept the high priority of educating and adequately funding the nation's number one enterprise, only then will the job market for teachers be alleviated.

nea reporter

nea helping teachers teach

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Terry E. Herndon *Executive Director*
Susan Lowell *Publisher*
Marshall O. Donley, Jr. *Editor*
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Karen Sheppard *Assistant to the Editor*

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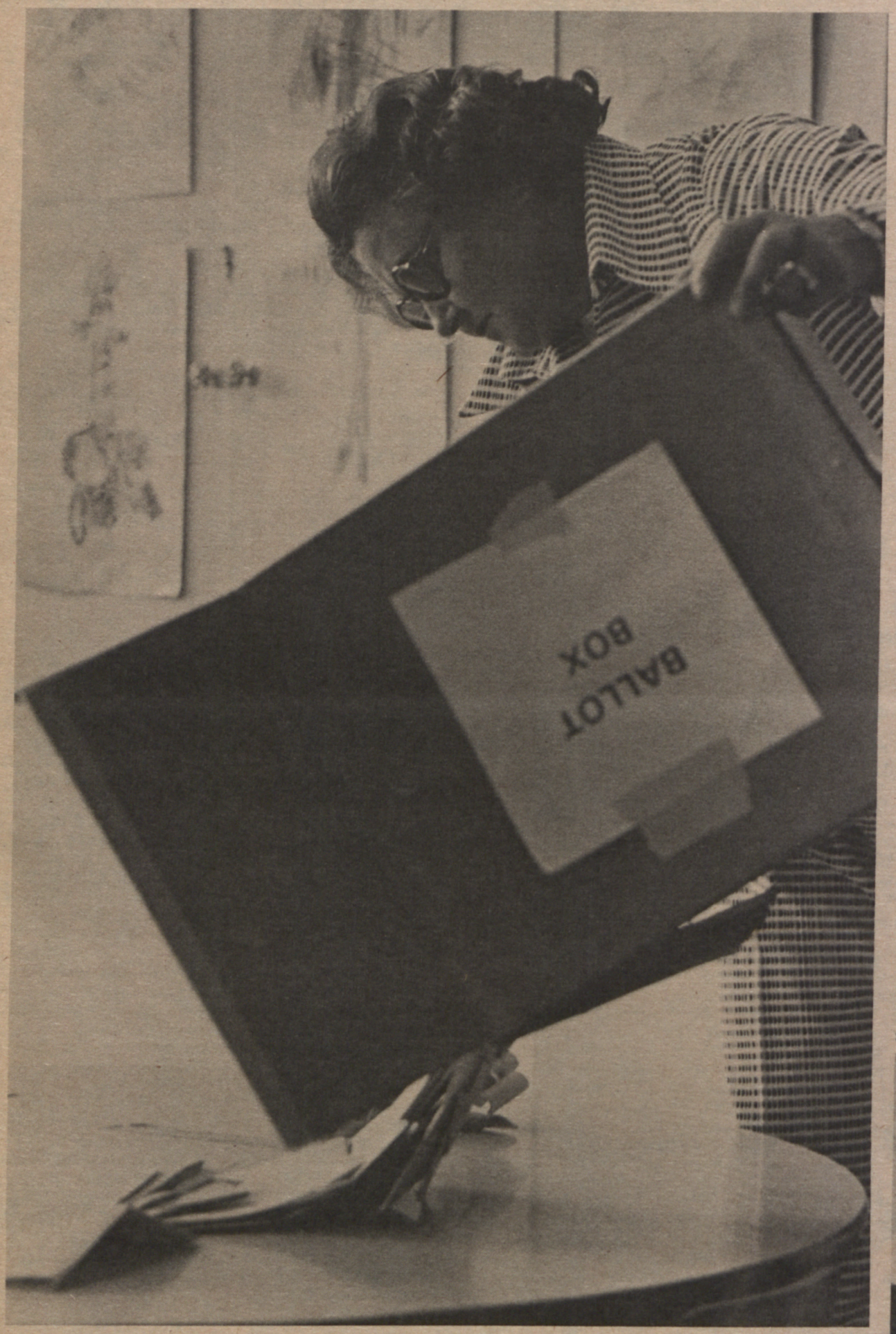
Collective Bargaining Law Sparks Exciting New Era for Iowa Teachers



Teachers in the Douds Elementary School voted 47 to 3 in favor of collective bargaining representation by the Van Buren Education Association in an uncontested election. Mary Vorhees, a member of the Public Employee Relations Board, tears open the ballot box and counts the ballots before witnesses from the local association and the school administration.

DES MOINES, IOWA—Until this year, Iowa teachers were second-class citizens in the eyes of the law. Board members made unilateral decisions affecting the lives of children, teachers, and the entire education process. The teachers' influence in education stopped at the classroom door.

This, perhaps more than any other reason, explains why Iowa teachers worked for nearly 10 years to win legislative approval of a public employees collective bargaining bill. The bill became law July 1.

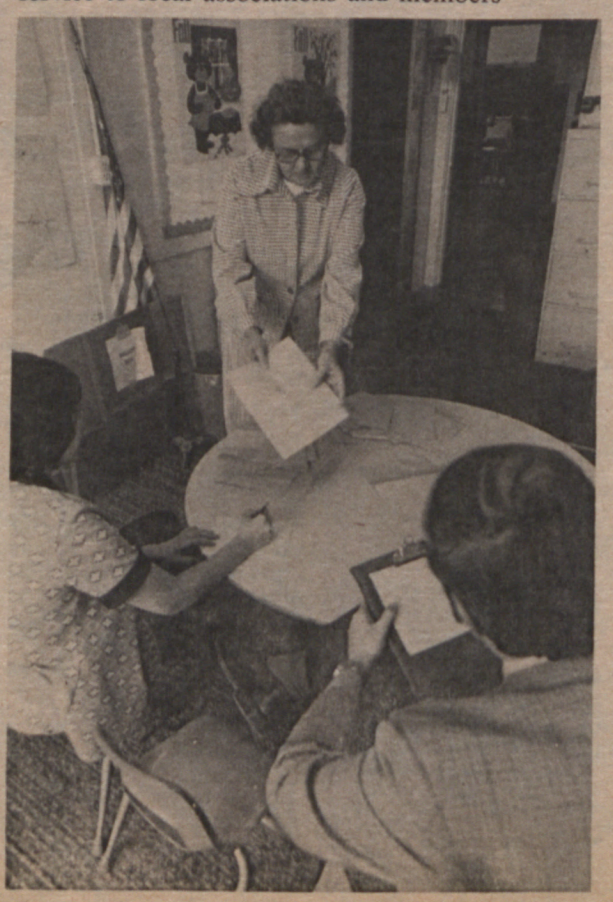
Now, for the first time in Iowa history, teachers participate in educational decision making; they have won the right to influence their own destiny. Decisions affecting children, teachers, and the education process now will be bilateral decisions.

The collective bargaining legislation has sparked the beginning of an exciting new era for the Iowa State Education Association. With units determined and representative elections won in over 100 locals before July 1, another 150 representative elections were held in September, with formal negotiations following immediately afterwards.

"Because of the high degree of interest and anticipation Iowa teachers have in the bargaining process, approximately 80 percent of the K-12 teachers in Iowa will be covered by bargaining contracts for 1976-77," said Nancy George, ISEA president.

But how do you change from non-collective bargaining to full collective bargaining in such a short period? Neil Curtis, ISEA executive director, responded, "It's been a real challenge, but we've had absolutely super cooperation from NEA with two NEA staff members assigned to us last year and again this year to help make the transition. It has been and will continue to be a cooperative effort among national, state, and local staff."

Curtis continued, "It poses a challenge because it forces us to take a hard look at our total program because of the financial demands to fully implement and enforce collective bargaining. It takes money and it takes staff. I believe the future will bring an expansion of in-the-field service, of more intimate, geographical service to local associations and members



than we have now . . . we already have 21 UniServ directors throughout the state. It's opening up a whole new field of membership and service to community colleges, four-year colleges, and universities. It's also brought another set of incidental problems to us in that we now have an extreme interest in private education institutions—in organizing and going into collective bargaining under the National Labor Relations Act. And wouldn't you know, they're turning to us for the leadership."

Meanwhile, from Davenport to Sioux City and from Dubuque to Council Bluffs, teachers in nearly 300 school districts have already filed for unit determination and have held representative elections. Most representative elections were uncontested, a handful chose not to organize, and a few were unsuccessfully challenged by American Federation of Teachers affiliates.

Concurrently, local leaders have been involved in negotiations training developed by ISEA and NEA. The intensive training includes familiarization with the new law (Public Employee Relations Act) and the Public Employee Relations Board rules. Another phase includes the why and how of agreement language; basic agreement provisions, such as salary and benefits, leaves, basic employment conditions, personnel practices and policies; glossary of bargaining terms, and salary schedules. Another phase consists of contract analysis, bargaining theory and concepts, negotiation team structure and attitudes, favorite board approaches and strategies, table strategies and dealing with the board's team and bargaining history.

Irene Milder, a teacher member of the Ottumwa Education Association, which won a representative election against the challenging local AFT affiliate, got involved in negotiations training last year.

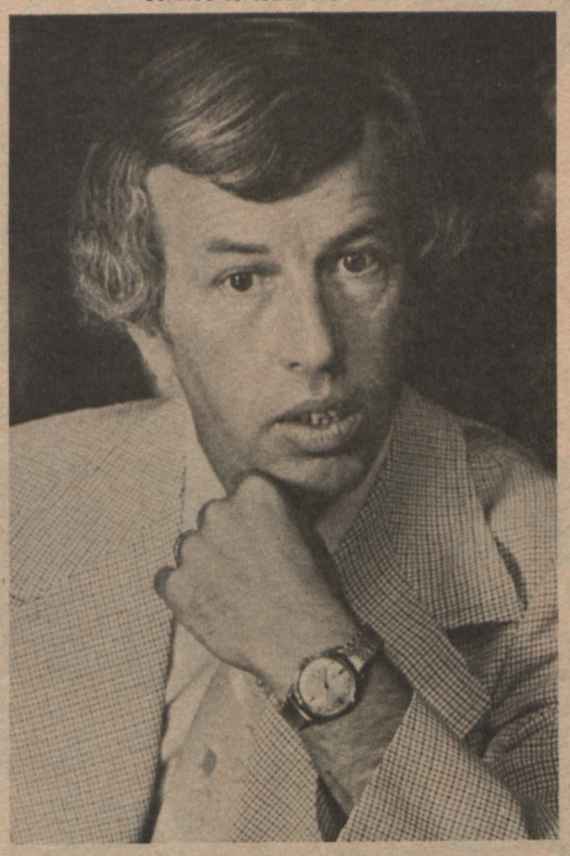
"I saw forces at work to downgrade teachers," she said. "When you compare teachers with other professions, we're always at the bottom of the list. We are just as important to society as doctors and especially lawyers. To get this message across, we have to unite, beef up our political involvement, and negotiate good contracts."

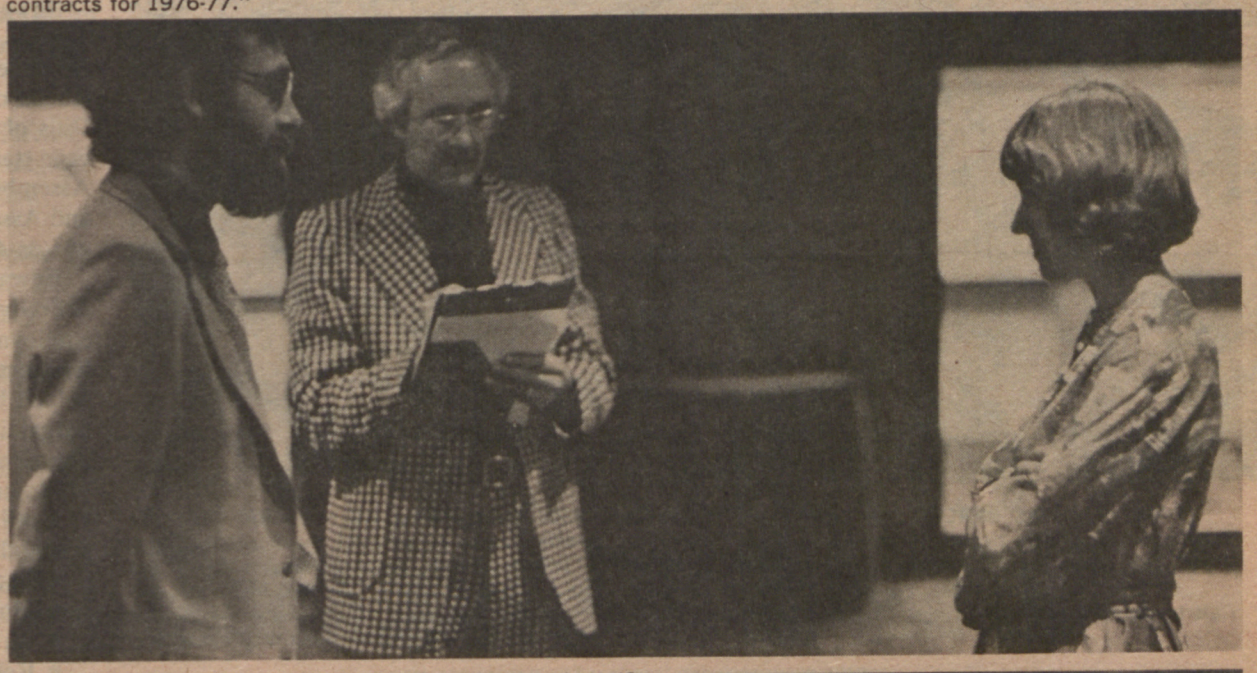
Derrell Jennings, OEA's chief negotiator, also recently completed negotiations training. "This Monday is our first negotiating session. We're really anxious to get started, but we're also optimistic that things will go well. We have 12 negotiators trained and will have five at the bargaining table. We fashioned our proposal after the ISEA working paper."

All over Iowa, the stories are similar. ISEA President George said the bustle of collective bargaining activity throughout the state is drawing a lot of attention, and membership is growing because of it.

Nancy George, ISEA president, says that "approximately 80 percent of K-12 teachers in Iowa will be covered by bargaining contracts for 1976-77."

Neil Curtis, ISEA executive director, says the transition from non-collective bargaining to full collective bargaining in just one year has been a real challenge. "I believe the future will bring an expansion of in-the-field service and more intimate, geographical service to teachers than we have now."



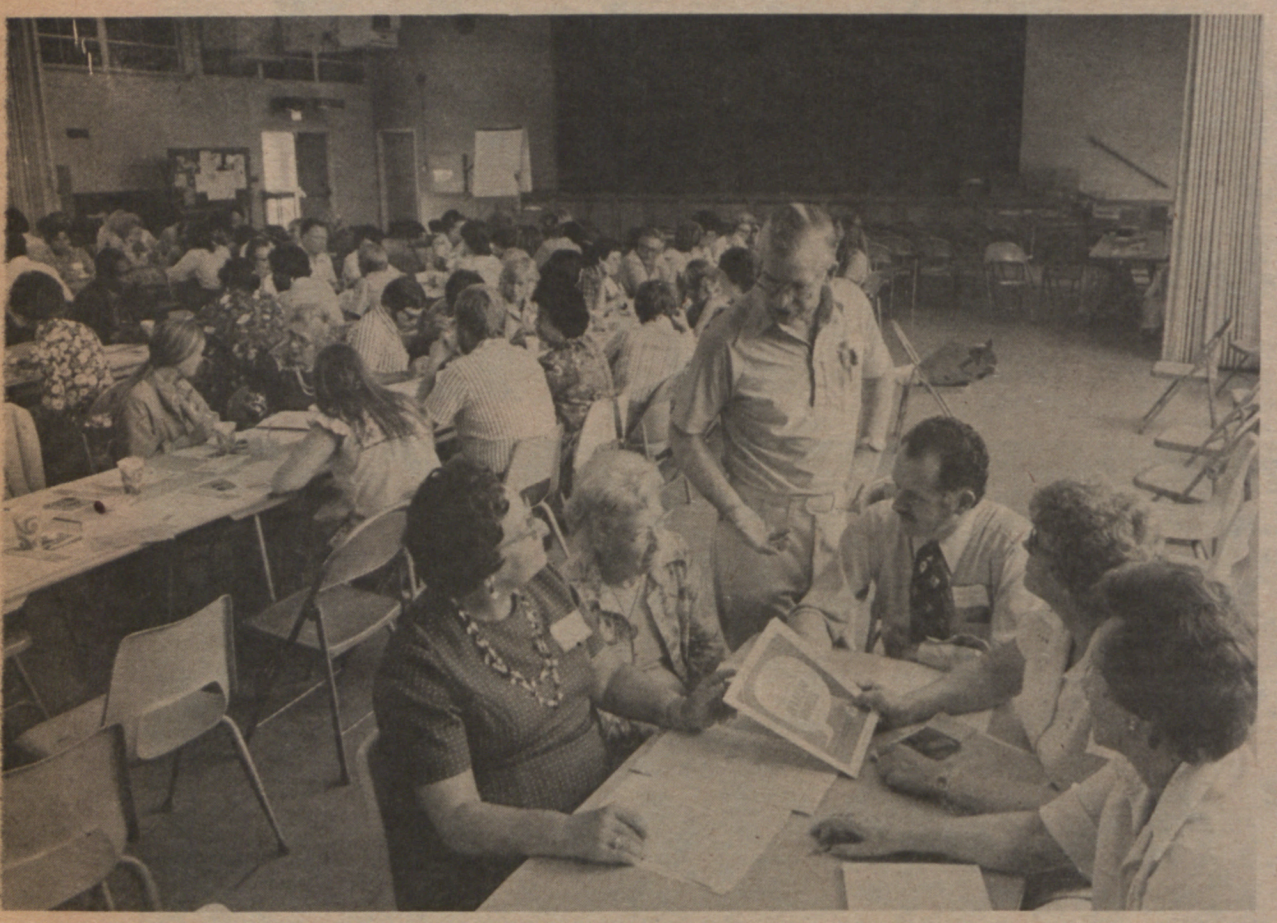


Teacher leaders from all over Iowa gather at a Des Moines hotel for a two-day conference on teacher evaluation. NEA and ISEA Instruction and Professional Development staff stressed the importance of including language in contracts that guarantees teacher input in evaluation procedures.

Ken Zeising (center), UniServ director for the Souixland UniServ Unit, keeps score in a simulation game designed to teach teacher negotiators the finer points of bargaining. The board negotiations team leader (left) and the teacher negotiations team leader (right) apprise each other of their respective team's stance on a proposed item.

CALIFORNIA

TEACHERS GEAR UP FOR BARGAINING UNDER NEW LAW



THE INK WAS BARELY DRY on the new California collective bargaining bill when the California Teachers Association began workshops to train faculty representatives to implement the new law. John Donaldson (standing), CTA negotiations executive, discusses the timetable for bargaining with officers in the CTA Southeastern Service Center Council prior to a luncheon speech. Seated in foreground (left to right) are Marge Briggs, treasurer; Alice Iwasko, corresponding secretary; Dick Sarrail, president; Mary Kooiman, president-elect; Norma Coleman, recording secretary.

BURLINGAME, CALIF.—Teachers throughout California have begun gearing up for action following enactment of a new collective bargaining law for school employees. The new law—SB 160, the Rodda Act—was described here as "enlightened public policy" by California Teachers Association President Steve Edwards.

"The new law provides the opportunity for stability in California public school employee-employer relations," Edwards said. "With its mandated orderly procedures, including good faith negotiations, mediation, fact-finding, binding contract, and an overseeing regulatory agency," he said, "SB 160 provides a rational and responsible way to resolve employee-employer differences. School employees are rational and responsible people and want to resolve differences in a sensible manner if the machinery exists for them to do so."

Edwards noted that a collective bargaining law for teachers has been a CTA goal for five years because of the numerous employee-employer relations problems under the vague Winton Act, a "meet and confer" law, which SB 160 replaces.

"CTA members throughout the state spent many long hours contacting their legislators and the governor with the message that a collective bargaining law, spelling out the responsibilities of each party, would do much to improve employee-employer relations and thus be in the interest of education and the schools," the CTA president said.

Edwards lauded California Governor Edmund G. Brown, Jr., and the legislature for the forward-looking public policy. He added that teachers owe special gratitude to Sen. Albert S. Rodda of Sacramento, author of the bill; Sen. Ralph C. Dills of Los Angeles, whose similar measure this year started the collective bargaining ball rolling; Assembly Speaker Leo T. McCarthy of San Francisco; and Assemblymen Julian Dixon and Howard Berman, both of Los Angeles, who handled the bill on the Assembly floor.

Edwards stressed that CTA is committed to fight for collective bargaining rights for other segments of public employment. "We can't sit back and say, 'We have ours, let them get theirs,' " he said. "Our fellow public employees helped build the momentum for public employee collective bargaining that made SB 160 possible. We cannot abandon them now."

Major provisions of the new law include:

- All school employees, K-14, except management and confidential employees, covered
- Exclusive representation
- Mandatory negotiation in good faith
- Written contracts resulting from negotiations
- Released time for negotiations and grievance processing
- Dues deduction for the exclusive representative only.

ROCHESTER, NEW YORK, TEACHERS

Mary Barnum (right), who chaired the Rochester Teachers Association contract bargaining, and David J. O'Keefe (standing beside her), RTA UniServ executive director, review the new contract with teachers in a lounge at Madison High School. The three-year contract means more money, better leave programs, and smaller classes for Rochester teachers.

ROCHESTER, N.Y.—Teachers in this city and in nearby suburban Churchville-Chili are working under newly won agreements this fall—agreements that include fine salary packages, class-size guarantees, better seniority and dismissal rights for teachers, and improved transfer policies.

Here in the city, the 3,200-member Rochester Teachers Association won agreement on a contract just before a strike deadline set for September 21. RTA members had set up strike crisis centers at the beginning of September and scheduled an all-member meeting for a possible strike vote.

The crisis ended in mid-September, however, when RTA members ratified a three-year agreement that gives them a 6.73 percent salary boost this year and increases in the 5-to-8-percent range in the second and third years of the contract. These increases—which are over and above the regular increments for teachers—are spelled out in an index salary schedule, according to RTA President Elmer Henretta.

RTA members also won expanded maternity leave benefits, Henretta pointed out. The new policy guarantees that teachers returning from maternity leave will be "restored to the same or equivalent position they held at the time the leave was granted."

In addition, RTA teachers won an improved teacher transfer policy, and—in the third year of the contract— a reduction in elementary school class size to 30 pupils.

In nearby Churchville-Chili, teachers bargained for—and won—an 11 percent salary increase in a two-year agreement.

Members of the Churchville-Chili Education

LOS ANGELES

TEACHERS WIN $30 MILLION AGREEMENT

LOS ANGELES—Teachers here—over one thousand strong—picketed near the Hollywood Palladium this fall, urging Superintendent William Johnson to settle a negotiations stalemate between teachers and the city school board. The teachers—representing the United Teachers of Los Angeles—decided to picket the superintendent's speech to district superintendents after the school board had refused to up its salary offer to teachers to bring teacher pay increases in line with wage gains already granted to nonteaching employees.

The pressure worked, and on September 9 UTLA's house of representatives accepted an agreement with a price tag in salaries and fringe benefits in excess of $30 million.

Highlights of the agreement include:

WAGES: Each teacher will receive a general pay increase averaging 6 percent in addition to step and column raises. The starting salary for teachers is $9,900 per year. The maximum is $18,750 per year, and the absolute maximum (master's degree and career increment) is $19,350.

HEALTH BENEFITS: Health, medical, and dental benefits through June 30, 1976, will remain at the 1975-76 levels.

SABBATICALS: The board will fully fund all sabbaticals for eligible employees. Those teachers who are unable to take fall sabbaticals due to the late notification on previous applications will have priority for sabbaticals for spring 1976.

SUPPLEMENTAL PAY: A supplemental pay package for coaches, coordinators, and activity sponsors was agreed to which constitutes first movement toward equity for activity programs and women's athletics.

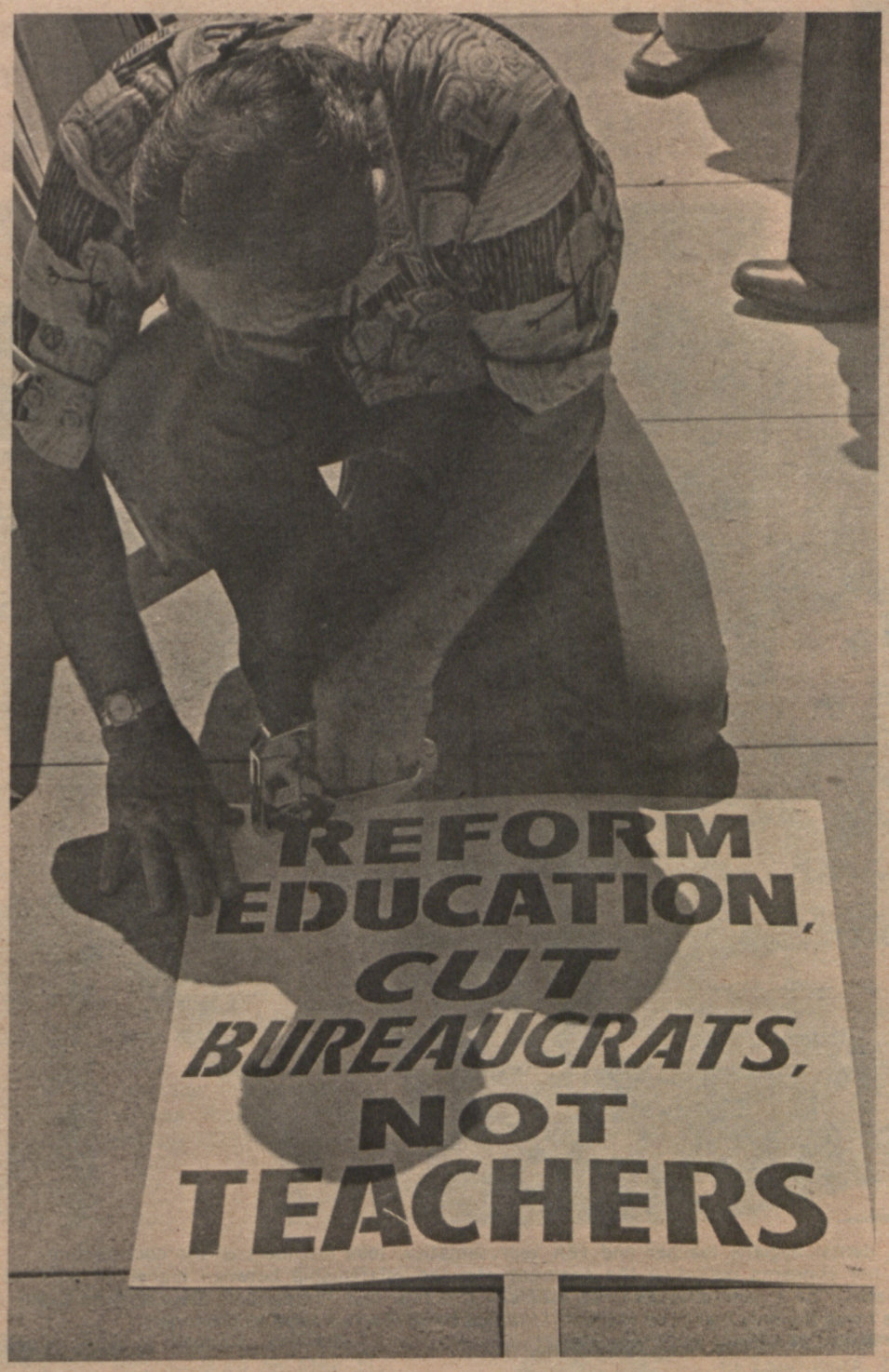
CHILDREN'S CENTERS: All current regular Children's Center teachers holding regular or early childhood teaching credentials and who during the past year met or exceeded evaluation standards under Board Rule 3310 and who have not received an unsatisfactory notice, shall be appointed, upon request, to "lead teacher" positions and allocated to Schedules VII through XIII of the Preparation Salary Schedule.

DEPARTMENT CHAIRPERSONS: Teachers will have the right to elect their own department chairpersons or, at the elementary level, grade level chairpersons.

DISTRICT COMMITTEES: The Certificated Employee Council will have the right to select teachers to serve on district committees.

MULTI-CULTURAL EDUCATION COURSES: The district will develop multi-cultural education courses for teachers which will be used as a prerequisite for career increment and schedule advancement.

CLASS SIZE: UTLA advocated and the district agreed to reduce class size in grades 4 to 6.



Class size and bureaucratic expansion at teachers' expense were among the issues in the Los Angeles dispute.

RACK UP NEW CONTRACTS

Association—led in negotiations by teacher Charles Gay—bargained nearly four months before winning their contract. The salary schedule they won begins at $10,100 for first-year probationary teachers and goes up to $23,920 for experienced Ed.D. teachers.

The new contract also guarantees district-wide seniority for CCEA's 215 members, guarantees no layoffs of teachers during the school year, expands teachers' leave benefits, and provides that no teacher may be dismissed without just cause. Gay pointed out that the latter provision means that all teachers are protected by "just cause" provisions from their first day of employment.

Negotiating Team Leader Gay and CCEA officers lauded the NEA-NYSUT-local association UniServ program for the help it gives teachers. "We feel as if we know what's going on outside our district—in the courts, in other contract bargaining," Gay said. "And the help we need is as near as the telephone—this has made a lot of difference when it comes down to head-to-head bargaining."

Marilyn Cornish, president of the Churchville-Chili Education Association, talks over details of a new two-year contract with Thomas H. Smith (left), New York State United Teachers field representative (UniServ), and Charles Gay, who chaired the association's negotiating team. The CCEA contract provides an 11 percent increase in salaries and strengthens teachers' leave benefits and dismissal rights.

MICHIGAN

COLLEGE FACULTY CONTRACT BIGGER, BETTER WITH AGENCY SHOP

Sandy Moody, dental hygiene teacher and FFA representative, tells members of the coordinating council about her concerns regarding the apparent strained relationship between higher ed affiliates and K-12 affiliates. "At a general meeting of MEA's Instruction and Professional Development Commission, where I was the only higher ed teacher, I learned there is a real need to promote understanding about us among K-12 members."

BIG RAPIDS, MICH.—Ferris State College is a four-year community college here in northern Michigan with a faculty of just over 400.

All but about 30 faculty members belong to the Ferris Faculty Association, a higher education affiliate of the Michigan Education Association. But all faculty members pay an equitable share for association benefits.

The Ferris State College story is a curious one. When the FFA was a young, fledgling group three years ago (120 members), and in the process of negotiating its first contract, the administration fought hard to break the association. When the administration thought it had weakened the union sufficiently, it proposed an agency shop provision, thinking that this would divide the ranks and ultimately destroy the FFA.

However, it didn't turn out that way. Rather, 140 nonmembers voted for agency shop in addition to the regular membership, making Ferris State College the first NEA public four-year higher education institution with an agency shop provision in its contract.

This year, when FFA negotiated its second contract, the administration had to spend its energy negotiating rather than attempting to break the association.

Why would so many faculty members vote for agency shop when they could have easily voted against it, still be represented by the association, and thereby reap the same benefits as dues-paying members?

"For that very reason," said J. Norbert Musto, higher ed UniServ director here. "Faculty members here believe that they should pay their fair share. They are adamant about somebody else paying their way."

But don't some faculty members consider it unconstitutional to be required to pay fees to a representative association in order to keep their jobs? "Well, some faculty members might object, but it (agency shop) isn't unconstitutional . . . it's been proven to be constitutional in the courts and the Michigan public employee law includes a provision allowing for agency shop," Musto said.

"We really don't get that many complaints," said Don Ellison, FFA chief negotiator. "After all, we just won a great contract which hiked salaries, placing us among the highest paid faculty in the state. It's a form of economic clout that helps the faculty, rather than costs them."

"You know, agency shop is not unique in Michigan," said Larry Fischer, MEA UniServ director and a former negotiator and organizer for FFA. "Nearly all workers in private industry and a growing number of public employees work in an agency shop. For too many years teachers have been apologizing for seeking some modicum of financial security. I don't see it any different than trying to get some organizational security."

Thomas Turcotte, a marketing professor and public relations chairman for FFA during the last round of negotiations, said, "Even with the increased clout brought about by agency shop and the collective bargaining law, we still viewed the administration's negotiating team as very strong adversaries. Though it's illegal to strike, we let them (the administration) know we had picket signs. We even made it known that we went to the bank to secure a $200,000 loan for strike funds, even though we hadn't planned to strike . . . but they didn't know that. In the final analysis, they were afraid to test us."

"Now, faculty members not only have financial security, we have strong language in the contract that ensures faculty input in departmental decisions, replacement of faculty, new faculty positions, curriculum input, and work load provisions," said Phil Stich, FFA president. "Prior to the strength of organizational security brought about by agency shop, we had no real guarantees."

Paul Spagnuolo, immediate past president of FFA, looks over a recently completed staff satisfaction survey, a tool to determine what faculty members say their major concerns are.

J. Norbert Musto, UniServ director, chairs a meeting of the higher ed coordinating council made up of representatives from FFA and the Central Michigan University Faculty Association. The coordinating council meets regularly to hash out common problems.

NEA Political Action Group Begins Screening Presidential Candidates

WASHINGTON, D.C.—The steering committee of the National Education Association Political Action Committee (NEA-PAC) will meet at NEA Center here this month to work out a procedure for screening U.S. presidential candidates, NEA President John Ryor has announced.

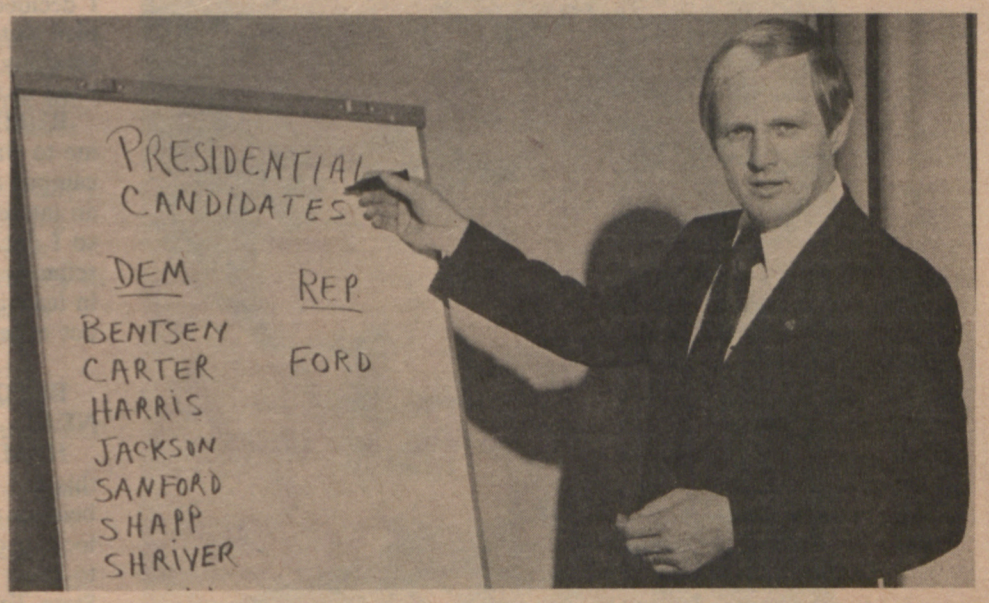
Ryor, who is serving as chairperson of the NEA-PAC Council, presided at a meeting attended by state affiliate NEA-PAC representatives here in late September.

The NEA-PAC steering committee is composed of 15 persons, including five from NEA governance, eight representing state affiliates, and two from ethnic minorities. From NEA governance are: Ryor; NEA Vice-President Willard McGuire; NEA Secretary-Treasurer John McGarigal; and Emanuel Kafka of New York and Wyley Elliott of Arkansas, both representing the NEA Board of Directors.

From state affiliates are: Ed Brennan of Wyoming; Arthur Campbell of Rhode Island; Allan Clark of South Carolina; Keith Geiger of Michigan; Beverly Haddock of Washington; Fulton Klinkerfues of Minnesota; John Lowry of Pennsylvania; and Ruth Jones of North Carolina. From the ethnic minorities are: Manuel Gonzalez of Texas (Chicano); and Paul Tanaka of Washington (Asian).

The steering committee will begin looking into the process of how the presidential endorsement procedure, as mandated by the NEA Representative Assembly, will be implemented.

So far, nine candidates have declared they are seeking the nomination for U.S. President. They include President Ford, the only declared Republican candidate, and eight Democrats. A brief description of these candidates and their backgrounds follow:



NEA President John Ryor presides at NEA-PAC session reviewing the NEA process for endorsement of a candidate for U.S. President.

LLOYD M. BENTSEN, JR.

U.S. Senator, D-Texas—Born February 11, 1921, Mission, Texas. Elected to U.S. Senate in 1970. Served in U.S. House of Representatives from 1949 to 1955. Occupation: Practicing Attorney. Immediate past chairman of the Democratic Senatorial Campaign Committee.

JIMMY CARTER

D-Georgia—Former governor of Georgia (1970-74). Born in Plains, Georgia, October 1, 1924. Served in the Georgia State Senate (1963-66). Graduate of U.S. Naval Academy. Served as a top aide to Admiral Hyman Rickover in the nuclear submarine program.

GERALD R. FORD

President, R-Michigan—Born July 14, 1913, in Omaha, Nebraska. Graduated from Yale Law School. Elected to U.S. House of Representatives from Michigan in 1948. Elected House Minority Leader in 1965. Appointed Vice-President of the United States in 1973 and President in 1974.

FRED HARRIS

D-Oklahoma—Born November 13, 1930, in Walters, Oklahoma. Received LL.B. from University of Oklahoma. Served in U.S. Senate from Oklahoma (1964-1972). He was Chairman of the Democratic National Committee (1969-70). Served on Kerner Commission on Civil Disorders.

HENRY M. JACKSON

U.S. Senator, D-Washington—Born on May 31, 1912, Everett, Washington. Graduated from University of Washington Law School. Elected to U.S. Senate in 1952. Served in U.S. House of Representatives from 1941 to 1952. Chairman of the Senate Interior Committee and a member of the Senate Armed Services Committee.

TERRY SANFORD

D-North Carolina—Born in Laurinburg, North Carolina, on August 20, 1917. Graduated from North Carolina University Law School. Served as Governor of North Carolina (1961-65). Currently President of Duke University. He is the 1975 recipient of NEA's Friend of Education Award.

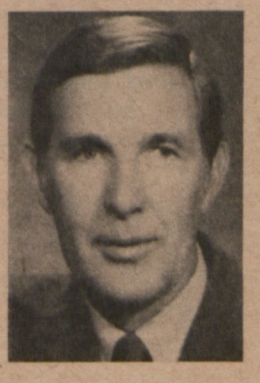
MILTON J. SHAPP

D-Pennsylvania—Born in Cleveland, Ohio, June 25, 1912. Elected Governor of Pennsylvania in 1970 and reelected in 1974. Millionaire businessman. President and Chairman of the Board, Jerrold Corp., Philadelphia, 1947-1966; President of Shapp Corp.

SARGENT SHRIVER

D-Maryland—Born in Westminster, Maryland, on November 9, 1915. Graduated from Yale University Law School. Director of Peace Corps (1961-1966) and Director of Office of Economic Opportunity (1964-1968). President of the Chicago Board of Education (1955-60). He was the Democratic Vice-Presidential candidate in 1972.

MORRIS UDALL



Representative, D-Arizona—Born in St. John's, Arizona, on June 15, 1922. Graduated from the University of Arizona Law School. Elected to the U.S. House of Representatives in 1961. Serves on the House Post Office and Civil Service and Interior and Insular Affairs Committees.

Other presidential aspirants who have campaign organizations, but have not formally announced their candidacies are: U.S. Senator Birch Bayh, D-Indiana; Governor George Wallace, D-Alabama; and former Governor Ronald Reagan, R-California.

People in the News

nea reporter INTERVIEWS

Two Student NEA Leaders

Dale S. Rumberger is Student NEA president; he is on leave from a teacher education program at Kent State (Ohio) University. Jeanette Hamilton, Student NEA immediate past vice-president, is now a senior at the University of Texas at Austin.

REPORTER: What led you to want to become a teacher?

HAMILTON: I looked at all the options I had—being a scientist, a mathematician, a computer technologist—and I decided that the one I was most interested in was teaching. I decided that's what I would most enjoy doing. I plan to teach at the junior high or senior high level, and my specialty is social studies—government and history—and I hope to teach in the South—probably in Texas.

RUMBERGER: I don't think it was any one event that led me to want to be a teacher. I started college at a branch campus at Kent State to see how it went. I had always had an interest in history and I've always been interested in drama, so I decided to take a look at that, and after some refinements of my objectives I thought I could add something in teaching. I believe that every person should enter a field not expecting to *get* something but to *add* something.

REPORTER: How did you become involved in Student NEA?

HAMILTON: I was going through registration one fall and this girl stopped me and asked, Are you thinking about being a teacher? I said yes and she said, Why don't you look at our organization? She said it would give me a chance to know the education professors and to work with the Texas State Teachers Association. These were appealing things to me, so I signed up. At the first meeting I signed up for the legislative affairs committee. I was sent to the state Student NEA convention, then to the national convention, where I won election to the executive committee.

RUMBERGER: The first thing that sold me on Student NEA—what caught my eye at a Student NEA table at Kent State—was the insurance program. So I joined to get the insurance coverage; but I began to investigate what they were really talking about, and I found there was a good program—we had meetings with local teachers, local principals, and administrators, and I learned a lot about what administrators are looking for when they hire teachers—not just grades, though they are part of it, but how a person conducts himself. After that, I ran and became local chapter president; I worked on the Ohio Student NEA state project; then I ran for president-elect of Student NEA in Ohio.

REPORTER: What is Student NEA's priority just now?

RUMBERGER: Improving teacher preparation. I think about ten years ago we were involved with saving most of the world, but we've now become a little bit more realistic.

HAMILTON: In my part of the country—in Texas especially—Student NEA groups had been almost like social organizations. Over the years, I have seen them evolve into groups concerned with what professionals are about. We are trying to focus on the qualifications needed to become a teacher.

RUMBERGER: For example, last year we worked with NEA Instruction and Professional Development on a project regarding accreditation of teacher education. We have been criticized by some for getting involved in accreditation—asking for student members on accreditation teams, and so forth. Critics say, Why don't you leave that to professionals—if you are sick, you go to a doctor and you don't tell him how to treat you. My answer to that is, Yes, but when I go to the doctor's office, I have to wait for him to ask *me* where it hurts. I think no one is a better indicator of what is wrong or right with improvement in teacher preparation than students—they are the ones who are sitting in those classes.

HAMILTON: We feel that there should be more field experience for education students in the first two years of college. We think that a student who is interested in becoming a teacher should, in his freshman and sophomore years, take some introductory education courses and have to work in the classroom, in tutorial situations, in any kind of one-on-one contact with the classroom or the teaching situation.

REPORTER: How do you feel about entering a world of teaching that is much different from that of ten or fifteen years ago—a world of teacher strikes, collective bargaining, political action, and the like?

RUMBERGER: Enthusiastic. I believe this is a good way

"Right now I think teachers shortchange themselves too much—they kind of bring themselves down and say, I'm just a teacher. I'd like to see myself and the other teachers around me as real professionals."

for teachers to have their voice become known.

REPORTER: Can you imagine yourself, as a teacher, out on a picket line?

RUMBERGER: That's a question I have asked myself, and it's come down to, If I believe in my association—and I do—and the other side is not willing to rationally agree to negotiate, then I would strike. I would never cross a picket line and scab—that's totally alien to my principles.

HAMILTON: I see teaching as having come a long way from, say, when my father got into it. I don't think having teachers submissive to administrators is good. In this new era, the teachers need more freedom and more opportunity to act as professionals—to be able to define what it is that is best for the students they are teaching. I support teacher strikes—after they have met some qualifications. And I support collective bargaining because I have done a lot of research on teacher contracts—especially in Texas—and there is a need for it.

I had an interesting experience in an education course I am taking right now. We are discussing contemporary issues in education, and after we discussed teacher strikes, we took a vote. The vote turned out about ninety to ninety-five percent in support of teacher strikes, and they said, Right on!

RUMBERGER: When I was at Kent State last spring there was a teacher strike in a nearby town. And they were trying to break the strike by offering up to $100 a day for substitutes to come in. They weren't picky, they would take anyone—they wanted someone to cross that line. In view of the costs of going to college, I was really worried whether any students were going to go over and cross that picket line for that kind of wage. But, to my surprise, there were no students crossing that line. I think what it came down to was that students were realizing that if they crossed that picket line today, in five

years, when you may be a tenured teacher, you may be on strike and a student may do that to you.

REPORTER: Are college students more optimistic today—more involved—than they were five or ten years ago?

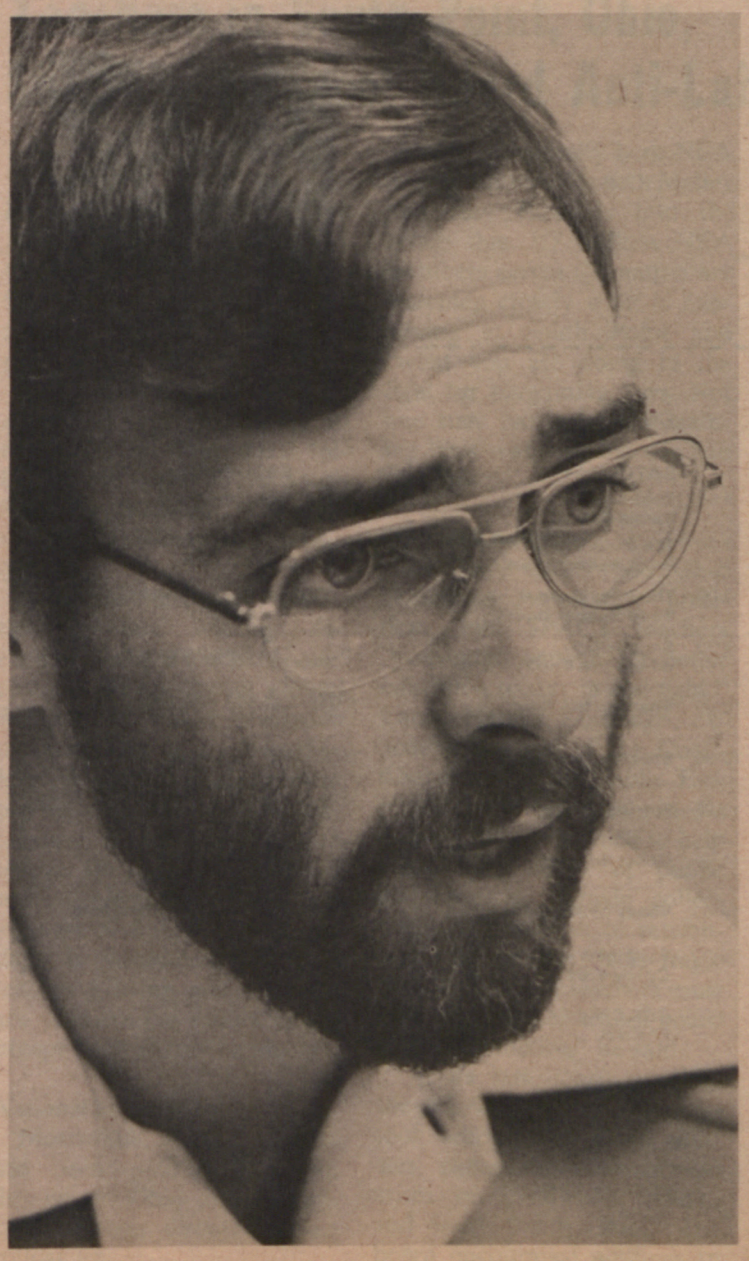
RUMBERGER: I think students once thought that the only way to change a structure—government, business, etc.—was to remove parts of it and start all over again. And I think that they have seen that that isn't possible. Starting with about 1972, with the beginning of the student involvement movement and the formation of the NEA political arm, students started to say, Well, we are going to play at their game—we are going to work in the structure. Students, I think, have accepted the fact that they *can* help and they *can* be a part. Another part of the change is that students themselves are now being seen for their personal worth and contributions—and I think that's good.

HAMILTON: I think students are getting tired of the "we-they" syndrome—the idea that "they"—the establishment—is to blame for everything. I see the students coming around to realizing that we are part of that and we have a part to play, so let's stop accusing everybody and get in and do things.

REPORTER: Where would you like to be in teaching ten years from now—in 1985?

RUMBERGER: I'd still like to be teaching. I'd like to be involved in some aspect of the association—someplace where I think I can get something done. If that is writing a book, if that is collecting money to help elect pro-education people—whatever—as long as I am involved and not stagnating.

HAMILTON: I think I would like to be in a position where teaching was truly a profession, where I could recognize another teacher's capabilities as a professional. Right now I think teachers shortchange themselves too much—they kind of bring themselves down and say, I'm just a teacher. I'd like to see myself and the other teachers around me as real professionals.



"If I believe in my association—and I do— then I would strike. I would never cross a picket line and scab—that's totally alien to my principles."

Teachers, Public Employees Strike Together in Atlanta

NEA President John Ryor tells Atlanta's public employees, "We have the right and the obligation to stand up to our government at every level, including the school board, and say, 'we don't need you to allow us to use rights we already have, rights guaranteed to us by the Constitution of the United States.' "

At the solidarity rally, NEA President John Ryor (second from left) speaks with (right to left) Willie Bolden, AFSCME local representative; Jessie Moore, AAE executive director; and Bill Overton, AAE president.

ATLANTA—Teachers and nonteaching school employees here went on a one-day strike in mid-October in a joint action to force the city's school board to recognize them.

The cooperative strike was called because school officials here have consistently refused to recognize the NEA-affiliated Atlanta Association of Educators (AAE) or the American Federation of State, County, and Municipal Employees (AFSCME), Local 1644, as representatives for the public school system's 4,500 teachers and 3,000 secretaries, custodians, food service workers and other school support personnel.

AAE and AFSCME recently formed an Atlanta chapter of the Coalition of American Public Employees—a national organization which NEA co-founded. The Atlanta coalition presented formal proposals, and set Columbus Day as the deadline to come to terms with the school board. The proposals contained a request to be recognized as the spokesmen for all school system employees.

Ryor Speech

NEA President John Ryor, speaking to nearly 3,000 teachers, secretaries, custodians, and other members of the newly formed coalition on October 12 in downtown Atlanta, said, "There is no law on the books that says it is illegal for a school board to bargain with its employees."

"Teachers and other public employees all across the nation have bargained contracts before there was ever a bargaining law. And yet the Atlanta school board tells us it can't be done," Ryor said.

Other speakers at the solidarity rally included Nancy Perlman, national AFSCME director for program development; Harvey Zorbaugh, National CAPE executive director; Mary Alice McWilliams, Memphis (Tenn.) Education Association president; Leamon Hood, AFSCME area director; Jessie Moore, AAE executive director; Willie Bolden, AFSCME local representative; and Bill Overton, AAE president.

JAILED TEACHERS FREED AS NEW BEDFORD STRIKE ENDS

NEW BEDFORD, MASS.—Nineteen teachers and teacher leaders of the New Bedford Education Association, jailed during a bitter month-long strike, were released here October 9 in the wake of a negotiated settlement.

Teacher fines amounting to nearly $1.5 million were put aside, six-month jail sentences for the teachers were dropped, and NBEA President Oliveira was freed with a $1,200 personal fine and a lecture from the judge for his activities.

Teachers here had tried to bargain for 10 fruitless months. The contract (ratified on October 8) includes a 12 percent salary hike next year; a seniority clause covering promotions and transfers; arbitrability on class size; approximately 7 percent per year increase for part-time teachers; a no-reprisal clause; and salary increases for coaches and extracurricular personnel.

New Bedford, Mass., teachers Nancy Walsh (left) and Gilda Barclay leave Superior Court in Taunton for Plymouth House of Correction on September 17.

Court Calls for Affirmative Action in Alabama Colleges

MONTGOMERY, ALA.—A federal court has called for public junior, community, and technical colleges to set up more affirmative recruitment and placement programs to increase the number of black faculty and staff, the Alabama Education Association announced here.

NEA had intervened with the U.S. Department of Justice in this Alabama school desegregation case.

The court ordered these institutions to adopt written uniform non-discriminatory standards for evaluating faculty and staff applicants, and to ascertain the percentage of black faculty and staff employed as compared with the availability of black individuals meeting the court-approved standards.

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11. Extent and nature of circulation:

	Average No. Copies Each Issue During Preceding 12 Months	Actual No. Copies of Single Issue Published Nearest to Filing Date
A. Total No. Copies Printed (Net Press Run)	1,556,804	1,721,037
B. Paid Circulation		
1. Sales through Dealers and Carriers, Street Vendors and Counter Sales	—	—
2. Mail Subscriptions	1,536,817	1,711,481
C. Total Paid Circulation	1,536,817	1,711,481
D. Free Distribution by Mail, Carrier or Other Means		
1. Samples, complimentary, and other free copies	3,347	3,556
2. Copies distributed to news agents, but not sold	—	—
E. Total Distribution (Sum of C and D)	1,540,164	1,715,037
F. Office Use, Left-Over, Unaccounted, Spoiled after printing	16,640	6,000
G. Total (Sum of E & F—Should equal net press run shown in A)	1,556,804	1,721,037

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EL-1 Apr. 9-16, 1976 from Washington, D.C.
EL-2 Apr. 16-23, 1976 from New York
$299 plus 15% tax and service, based on affinity charter airfare
Single Supplement: $50
HIGHLIGHTS:
Half-day sightseeing tour of San Salvador, the capital; hospitality desk at hotel; farewell banquet.
TOUR FEATURES:
• Round-trip transportation on Pan American World Airways 707 jet • Deluxe accommodations at the Sheraton San Salvador • Full American breakfast daily; optional dining plan providing 6 complete dinners —$35 • Round-trip transfers between airport and hotel • Tips and gratuities in connection with scheduled activities

SPRING HOLIDAY IN JAMAICA (FJ-1,2)

FJ-1 Feb. 7-14, 1976
$369 plus 15% tax and service from Boston, based on affinity charter airfare
FJ-2 Feb. 14-21, 1976
$349 plus 15% tax and service from Hartford, based on affinity charter airfare
Single Supplement: $90
HIGHLIGHTS:
Rum swizzle party; hospitality desk in hotel lobby.
TOUR FEATURES:
• Round-trip transportation via Trans International Airlines DC-8 • Deluxe accommodations at the Rose Hall Intercontinental • Optional meal plan providing 5 full American breakfasts and 5 gourmet dinners —$69 • All transfers and baggage handling • All taxes and tipping

DUBROVNIK AND MUNICH (EDM-1,2)

EDM-1 Apr. 10-18, 1976
EDM-2 Apr. 17-25, 1976
$625 from New York
Fare based on GIT Airfare—IT5LH105E
Single Supplement: $49
HIGHLIGHTS:
Half-day sightseeing tours in Dubrovnik and Munich.
TOUR FEATURES:
• Round-trip jet transportation via Lufthansa and other IATA carriers • First-class accommodations for 3 nights in Dubrovnik and 4 nights in Munich, based on double occupancy • Continental breakfast daily • Round-trip transfers between airports and hotels in Dubrovnik and Munich

ISTANBUL (EIT)

Apr. 19-27, 1976
$359 plus 15% tax and service plus $4 departure tax from New York, based on affinity charter airfare
Single Supplement: $79
HIGHLIGHTS:
Half-day motorcoach sightseeing tour of Istanbul; one-hour cruise on the Bosporus; walking tour of the Grand Covered Bazaar; show of Turkish fashions; afternoon of Turkish music; special shopping discounts; services of a tour host; map and guide to Istanbul upon arrival.
TOUR FEATURES:
• Round-trip transportation via Trans International Airlines • Accommodations in deluxe Buyuk Tarabya Hotel, based on double occupancy • Breakfast each morning consisting of Turkish coffee and rolls • Round-trip transfers between airport and hotel • Porterage for one medium-sized suitcase per person

APRIL IN PARIS (EPF-1,2)

EPF-1 Apr. 10-18, 1976
EPF-2 Apr. 17-25, 1976
$584 from New York
Fare based on GIT Airfare—IT5AI1671
Single Supplement: $65
TOUR FEATURES:
• Round-trip jet transportation via Air India 747 jet • Accommodations for 7 nights at Hotel France et Choiseul • Continental breakfast daily • Round-trip transfers between airport and hotel • Porterage for one suitcase per person, limited to 44 pounds

EASTER IN JAMAICA (EJ)

Apr. 17-24, 1976
$369 plus 15% tax and service from Boston, based on affinity charter airfare
Single Supplement: $90
HIGHLIGHTS:
Rum swizzle party; hospitality desk in the hotel lobby.
TOUR FEATURES:
• Round-trip jet transportation on Trans International Airlines DC-8 • Deluxe accommodations at the Rose Hall Intercontinental • Optional meal plan providing 5 full American breakfasts and 5 gourmet dinners—$69 • All transfers and baggage handling • All taxes and tipping

RENDEZVOUS IN RIO (RBE)

Apr. 10-18, 1976
$499 plus $43 tax and service from New York, based on affinity charter airfare
Single Supplement: $85
HIGHLIGHTS:
Half-day sightseeing tour of Rio by motorcoach, with English-speaking guide; a visit to a gem-cutting factory; a map of Rio furnished upon arrival at hotel; hospitality desk at hotel; welcome briefing; all U.S. and Brazilian departure taxes included.
TOUR FEATURES:
• Round-trip transportation via Braniff International DC-8 • Deluxe accommodations at the Sheraton-Rio Hotel • Seven Brazilian breakfasts • Round-trip transfers between airport and hotel • Baggage handling and tipping at airport and hotel (44 pounds max.)

ANDES AND THE LOCKS (COLOMBIA AND PANAMA) (CPE-1,2)

CPE-1 Apr. 11-18, 1976
CPE-2 Apr. 18-25, 1976
$539 from Miami
$650 from New York and Washington, D.C.
$741 from Chicago
$748 from Los Angeles
Fares based on GIT Airfare—IT5BN1NEA5
Single Supplement: $75
HIGHLIGHTS:
Tour of the city of Bogotá, including the House of Bolivar, Monserrate Shrine, the Colonial district, and the Gold Museum. From Bogotá, panoramic tour across the Andes to Fusagasuga and return; visits to Santo Domingo and Santa Clara. In Panama City see St. Joseph's Church, the Presidential Palace, residential areas and the Miraflores Locks. Tour (by launch) to Toboga Island.
TOUR FEATURES:
• Round-trip jet transportation via Braniff International Airlines • First-class hotel accommodations, based on twin-bed occupancy • Four lunches and seven Continental breakfasts • Round-trip transfers between airports and hotels • Porterage and tips for one suitcase not to exceed 44 pounds

SPRING HOLIDAY IN THE CANARY ISLANDS (FCI)

Feb. 13-21, 1976
$329 plus 15% tax and service from Boston, based on affinity charter airfare
Single Supplement: $70
HIGHLIGHTS:
Half-day sightseeing tour of Puerto de la Cruz, welcome sangria party; hospitality desk in hotel lobby.
TOUR FEATURES:
• Round-trip transportation on Trans International Airlines DC-8 jet • Deluxe accommodations at the Interpalace Eurotel • Optional meal plan providing 7 Continental breakfasts and 5 dinners — $30 • All transfers and baggage handling • All taxes and tipping

GUATEMALAN FESTIVAL (EG)

Apr. 17-25, 1976
$589 plus 15% tax and service from New York
Fare based on GIT Airfare—IT6PA1DCPX
Single Supplement: $72
HIGHLIGHTS:
From Guatemala City, all-day excursion by air to ruins of Tikal; city sightseeing in Guatemala City; excursion by motorcoach to Solola Indian market, continuing to Lake Atitlán and Panajachel; trip by motor launch to Indian village of Santiago de Atitlán; Chichicastenango open-air market; Quezaltenango, San Francisco el Alto, and sightseeing in Antigua.
TOUR FEATURES:
• Round-trip transportation via Pan American World Airways • First-class hotel accommodations, double occupancy • 16 meals • Round-trip transfers between airports and hotels • Tips and gratuities in connection with tour activities and porterage for 1 medium-sized suitcase (44 pounds)

EASTER IN THE HOLY LAND (EHL)

Apr. 16-25, 1976
$859 from New York
Fare based on GIT Airfare- IT5LY10329MOD
Single Supplement: $72
HIGHLIGHTS:
Easter in Jerusalem, the Holy City; 6 full days of sightseeing by air-conditioned motorcoach.
TOUR FEATURES:
• Round-trip transportation on KLM Royal Dutch Airlines jet • First-class and deluxe hotels: Intercontinental in Jerusalem; Ayeleth Hashachar in Tiberias; Daniel Towers in Tel Aviv • Continental breakfast and dinner daily • Round-trip transfers between airport and hotels • All taxes, except Israeli and U.S. departure tax

LONDON IN SPRING (ELE-1,2)

ELE-1 Apr. 10-18, 1976
ELE-2 Apr. 17-25, 1976
$489 from New York
Fare based on GIT Airfare—IT5AI1670
Single Supplement: $45
HIGHLIGHTS:
Half-day sightseeing tour of London.
TOUR FEATURES:
• Round-trip air transportation via Air India 747 jet • Accommodations for 7 nights at Hotel Sherlock Holmes • Continental breakfast daily • Round-trip transfers between airport and hotel • Porterage for one suitcase per person, limited to 44 pounds

EASTER MOROCCAN HOLIDAY (EMH-1,2)

EMH-1 Apr. 10-18, 1976
EMH-2 Apr. 17-25, 1976
$579 from New York
Fare based on GIT Airfare- IT5BAIA009MOD
Single Supplement: $39
HIGHLIGHTS:
An unusual and stimulating holiday in the mystic and imperial cities of Morocco — Marrakech (3 nights), Fez (2 nights), Casablanca (2 nights) and Meknes (visit). Sightseeing in each city included.
TOUR FEATURES:
• Round-trip transportation on Trans World Airways 707 jet; deluxe motorcoach within Morocco • First-class hotels with private bath based on twin occupancy • Two meals (breakfast and dinner) daily, except in Casablanca where buffet breakfast only is included • Round-trip transfers between airports and hotels including porterage • Taxes and tips except departure tax from Morocco

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HOTELS: Tour price is the per person rate, based on double occupancy. If you do not have a roommate, NEA Travel will make every effort to select one for you. If unable to do so, however, you will be assessed the single supplement.

Affinity Charter Airfares: Tours described as "based on affinity charter airfare" are based on use of chartered jets and NEA membership of at least six months duration as of date of departure is required for participation. Members of the immediate family (but limited per CAB regulations to the spouse, dependent children, and parents who reside in member's household) are eligible to participate. Nonmembers of the NEA except as described above are ineligible.

GIT Airfares: Tours coded CPE-1,2; EHL, EMH-1,2; EPF-1,2; ELE-1,2; EG, and EDM-1,2 are based on use of the Group Inclusive Tour Basing airfare available to 10 or more persons traveling together on all flights and are available to NEA members, their relatives and friends. Per airline regulations, 25% of the GIT airfare is nonrefundable should the participant cancel 21 days or less before departure.

Cancellations: All cancellations must be received in writing at NEA Educational Travel. There will be a $15 per person cancellation service charge on all reservations cancelled, regardless of reason. In addition to the nonrefundable $15 cancellation fee, certain penalties may apply due to nonrefundable advance payments or commitments made to airlines, hotels, tour operators, etc., as follows: On *affinity charter* tours, cancellations received less than 60 days prior to scheduled departure will result in a refund, less the $15 fee, only if an eligible replacement is provided by the cancelling party; on *GIT* tours, cancellations received less than 21 days prior to departure will result in a penalty of 25% of the airfare portion, per airline regulations (CPE tours 20% additional penalty on the land cost); on *group affinity* tours, cancellations received between 21 and 30 days prior to departure are assessed a penalty of 10% of the airfare and if cancellation is filed less than 21 days before departure a penalty of 25% of the airfare is assessed by the airline.

AFFINITY CHARTER AIRFARES: Air/Land Cost Data

CODE	AIRLINE	TYPE	CAPACITY	AIRFARE	LAND COST	TOTAL COST
EL-1,2	Pan Am	B-707	180	$155.00	$188.85	$343.85
EC	TIA	DC-8	254	$198.00	$180.35	$378.35
RBE	Braniff	DC-8	150	$351.62	$190.38	$542.00
FCI	TIA	DC-8	254	$198.00	$180.35	$378.35
EJ	TIA	DC-8	254	$140.00	$284.35	$424.35
FJ-1	TIA	DC-8	254	$140.00	$284.35	$424.35
FJ-2	TIA	DC-8	254	$120.00	$281.35	$401.35
EIT	TIA	DC-8	254	$133.32	$276.53	$412.85[1]

[1]Includes $3 NEA administrative charge.

The airfare portion on affinity charters is subject to increase on a *pro rata* basis should the number of participants be fewer than aircraft capacity. There is no administrative fee in the airfare portion on the part of the charterer.

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APPLICATION FOR NEA EDUCATIONAL TRAVEL KV

Send application to: **NEA Educational Travel**
1201 16th Street, N.W.
Washington, D.C. 20036

Deposit of $100 per person is required for reservation.
There is a $15 cancellation fee on all reservations cancelled.

Please reserve ..... spaces on ..... departing on .....
(code no. of tour/flight) (date)

from ..... Enclosed is a deposit of $ .....

NAME(s) .....
(Please give names and addresses of additional persons on a separate sheet)

ADDRESS .....

CITY ..... STATE ..... ZIP .....

HOME PHONE ..... SCHOOL PHONE .....

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nea reporter

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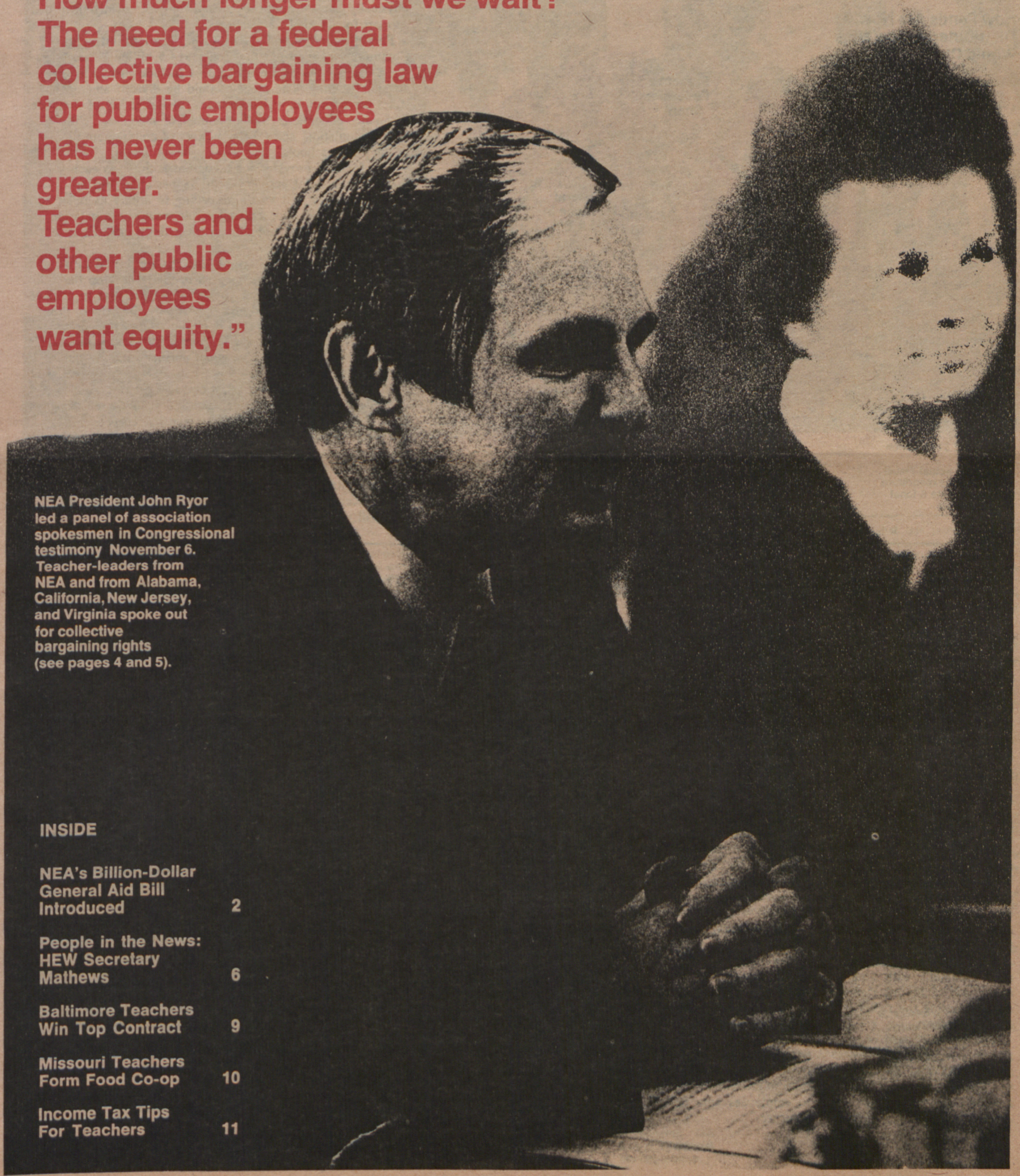
"How much longer must we wait? The need for a federal collective bargaining law for public employees has never been greater. Teachers and other public employees want equity."



NEA President John Ryor led a panel of association spokesmen in Congressional testimony November 6. Teacher-leaders from NEA and from Alabama, California, New Jersey, and Virginia spoke out for collective bargaining rights (see pages 4 and 5).

INSIDE

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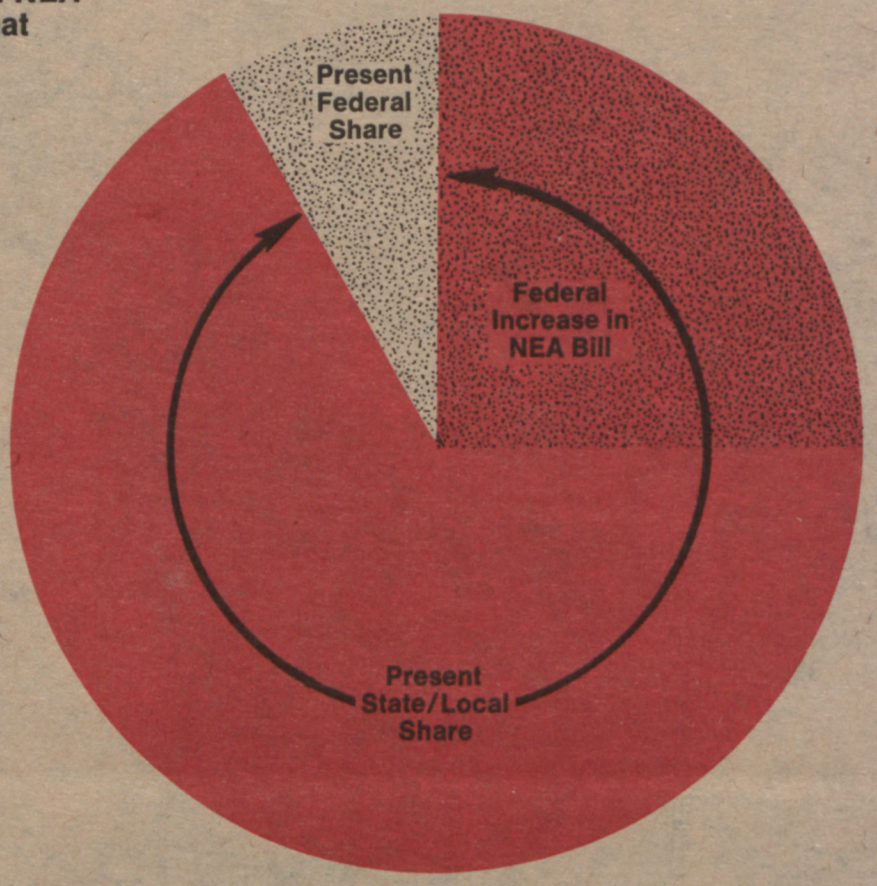
Congress Gets NEA Proposal for One-Third Federal Funding of Education

Introduced in both the House and the Senate, the $14.5 billion measure is an educational bill of rights geared to fully develop the capabilities of children and youth

FEDERAL-STATE-LOCAL AID TO EDUCATION

How Funds Are Now Distributed & How NEA Would Change That



Present state/local share (92%), or $43.4 billion *

Present federal share (8%), or $4.7 billion *

Additional federal funds under NEA bill to produce one-third federal funding, an increase of $14.5 billion

* Based on actual Fiscal 1974 current expenditure figures for state & local public schools

WASHINGTON, D.C.—Rep. Carl D. Perkins (D-Ky.) and Sen. Claiborne Pell (D-R.I.) have introduced NEA's bill to provide one-third federal funding of public elementary and secondary education. This top-priority NEA proposal would expand the federal role from that of funding special programs deemed to be in the national interest, such as the physically and economically disadvantaged, to include broad support for all public education.

Perkins, chairman of the House Education and Labor Committee, pointed out that some $14.5 billion is necessary to implement the act, which would include provision for advance funding. The money would be divided among the states on a formula which includes (a) the ability of the state to finance education, (b) the number of school-age children in the population, and (c) the number of children enrolled in the public schools.

The formula provides for a composite grant to each state that includes a flat grant of $140.38 per child and an equalizing grant that varies according to ability as reflected in the allocation ratio. The net result would be a national average amount per pupil in average daily attendance (ADA) of $345.

NEA President John Ryor hailed the legislation as an "educational bill of rights" geared to "fully develop the capabilities of children and youth." If we are ever to achieve the goal of equal educational opportunity, he added, "the federal government must stop dabbling around the edges of the nation's education challenge and start taking up its rightful responsibility" as an equal partner with the states and local school districts.

While granting that NEA has had to fight just to keep the federal share of education spending at its current 8 percent level, Ryor said teachers are heartened by recent congressional overrides of Presidential vetoes of educational appropriations and school lunch measures.

One-third federal funding will not be won without a "long and hard struggle," Ryor concluded, "but with the teachers and concerned citizens of this nation behind us, we can and will win it."

Social Workers Join Public Employee Coalition

WASHINGTON, D.C.—The 65,000-member National Association of Social Workers (NASW) has joined the Coalition of American Public Employees, bringing to nearly three million the number of public employees represented by that organization.

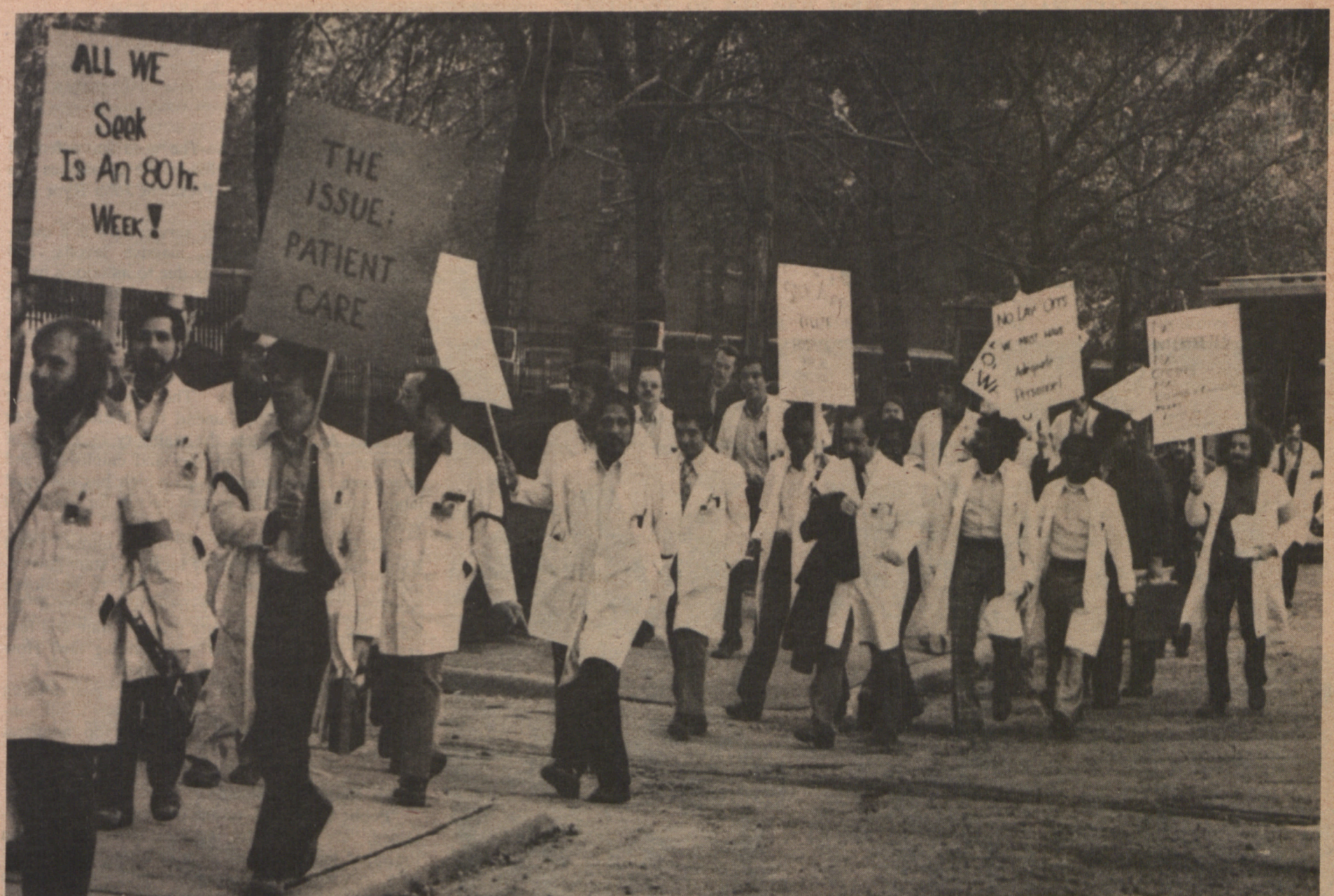
NASW represents social workers around the country, the majority of whom are public employees in city, county, and state government or in public institutions and hospitals. Among NASW goals are: blocking disastrous cuts to mental health programs, improving the professional level of practitioners, attempting to deal more rationally with drug abuse and children's rights, and promoting the rights of women workers.

The CAPE board of directors recently voted to accept NASW as the coalition's sixth member. Other members are NEA, the American Federation of State, County, and Municipal Employees (AFSCME), the American Nurses Association, the National Treasury Employees Union, and the Physicians National House-staff Association.

"With the entry of NASW," declared CAPE Executive Director Harvey Zorbaugh, "we now represent more than 600,000 employees in the public health care area . . . Our coalition is the only one in the nation that represents public health care employees from lab technicians to doctors, from cooks to social workers.

"We envision CAPE as becoming a progressive practitioners' lobby for improved health care in America," stated Zorbaugh. "CAPE combines organizations that see both lobbying and collective bargaining as proper channels to promote responsive public health care, both to citizens in need and to employees who deliver the care."

EXECUTIVE DIRECTOR OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS, Chauncey Alexander (center), attended his first meeting of the Coalition of American Public Employees' board of directors last month. NEA President John Ryor (left) and CAPE Executive Director Harvey Zorbaugh talk with Alexander during the board sessions. NEA is a founding member of the coalition.



CHICAGO DOCTORS WALK THE PICKET LINE—Interns and resident physicians at Cook County Hospital recently went on strike after negotiations broke down between their Housestaff Association and hospital administrators. At issue for the physicians was salary, a reduction in the work week from 100 hours to 80, improved patient care, and added laboratory equipment. The doctors are members of the Physicians National Housestaff Association, a member organization with NEA in the Coalition of American Public Employees.

LETTERS

A members' forum—especially, a place for dissenting members to share their concerns.

Asinine Statement

As a life member of the National Education Association, I feel compelled to share with you my concerns about the NEA REPORTER. I have received the November 1975 Volume 14, Number 6 Edition and am appalled that it looks more like a labor union report than it does any type of report that has to do with the education of boys and girls.

Your headline "Teachers + Collective Bargaining = Better Schools" is in my judgment an asinine and irresponsible statement. I would like to see the NEA REPORTER get back to talking about Educational Programs rather than Collective Bargaining.

A. F. Allen,
Superintendent of Schools,
Culver (Indiana)
Community Schools

Such Headlines

I am glad for Congress overriding the veto of the federal education money bill and appreciate the work that was done. But your headline "NEA Teachers Overpower"—I couldn't believe and John Ryor's "We Won" in red yet!

Celebrate a victory for the kids and teachers—yes, but not with *such* headlines!

Helen Hieber
Ann Arbor, Michigan

Spending, Spending, Spending

I am almost ashamed to admit that I am a member of the NEA and of the teaching profession when I read in the NEA REPORTER that the "NEA teachers overpower Ford veto," and see the smiling President of the NEA saying "We Won," . . . etc.

It seems to me that the teaching profession should be able to see the hand-writing on the wall. The critical situation in America is caused by deficit spending, spending, spending. Let's take a lesson from New York City before it's too late. The only possible solution to this very grave situation is to balance outgo against income. A fifth grader can understand that.

F. B. Hopkins
Youngstown, Ohio

Mainstreaming

The NEA REPORTER comments [September] on "mainstreaming" are wholly inaccurate and misleading relative to S.6. The comments definitely give the impression that all handicapped children will now suddenly descend upon the regular classroom. Quote: "The pending bill requires integration of handicapped children into standard classrooms." The pending bill does no such thing.

The bill requires that all handicapped children "to the maximum extent appropriate" shall be educated "with children who are not handicapped." In other words, all handicapped children shall be educated in environments depending upon their individual needs and their individual disabilities. Under the terms of the bill, the situations will vary immensely. Many handicapped children would in fact spend all or most of their time in the regular classroom, reinforced by appropriate consultative, itinerant, resource room and other support components. Other children in and requiring self-contained environments may continue to receive the necessary support of special environments while participating in integrated environments at the same time.

The point of all this is to provide the "least restrictive environment" for all exceptional children, and "least restrictive" should and will have a slightly varying character for each individual child. In point of fact, S.6 clearly acknowledges that "special classes, separate schooling or other removal from the regular educational environment" will always be required to meet the appropriate instructional needs of many children when ". . . the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." The Congress simply desires that the principle of integration where appropriate, not segregation, be the governing objective for all children.

The NEA REPORTER further misinforms its readers when suggesting that this provision within S.6 is an innovation in Federal education statutes. This provision already exists in Federal law (P.L. 13-380, the Education Amendments of 1974), and is simply reiterated in S.6 (along with various other extant statutes) because S.6 is designed as an overhaul and therefore a "repeal" of the existing Part B of the Education of the Handicapped Act.

Philip R. Jones
President, School of Education, Indiana University, and
President, Council for Exceptional Children

Teacher Gripes

It may be too late for me but for those who come after . . . How about a state receiving center for teacher gripes . . . most common to be published in our professional publications.

That way a teacher who has a similar gripe will know that he's not alone out there.

And a professional review board or teacher counselor for experienced problem teachers.

Kent Hagedorn
Sparta, New Jersey

nea reporter

nea helping teachers teach

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John Ryor
President
Terry E. Herndon
Executive Director
Susan Lowell
Publisher
Marshall O. Donley, Jr.
Editor
Sal Streett
Assistant Editor
Karen Sheppard
Assistant to the Editor

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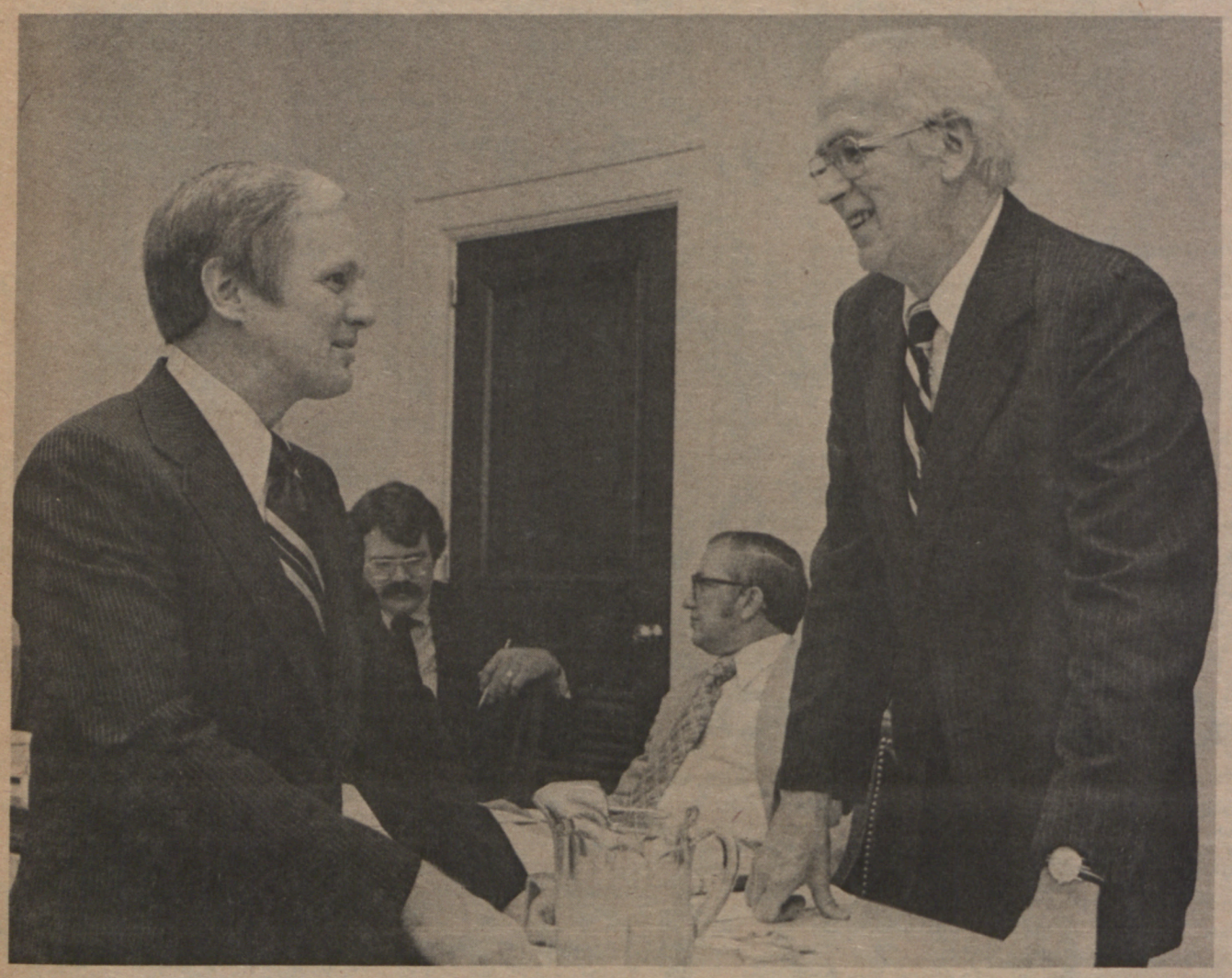
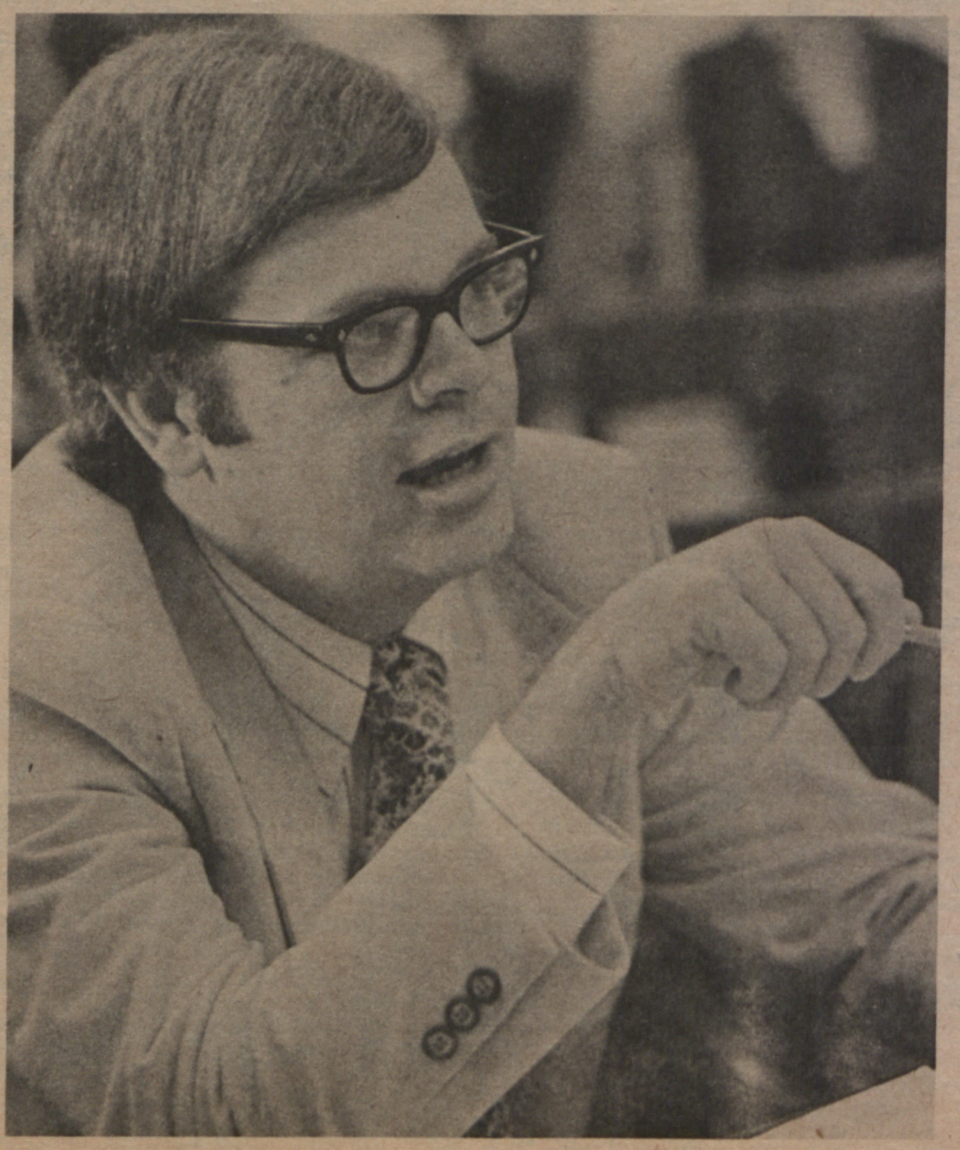
NEA and State Association Leaders Testify Before Committee of Congress

"The Need Has Never Been Greater for a Federal Collective Bargaining Law for Public Employees"



NEA PRESIDENT JOHN RYOR (left) talks with Rep. Frank Thompson (D-N.J.), chairman of the House subcommittee. During the hearings, Thompson said that "the public employee area is marked by increased militancy, growth, strikes, and crazy quilt laws. The time has come for a solution." Thompson's bill, HR 77, would place public employees under the National Labor Relations Act.



NEA EXECUTIVE DIRECTOR TERRY HERNDON told the Congressional committee that NEA would prefer a special statute dealing specifically with teachers and other public employees. But he and the other association leaders strongly supported Rep. Frank Thompson's bill, HR 77, which would bring public employees under the umbrella of NLRA.

WASHINGTON, D.C.—The need for a federal collective bargaining law for public employees has never been greater, NEA President John Ryor told Congress last month.

"The once 'secure' public service now is a quagmire of unkept promises, massive layoffs, and general insecurity," primarily due to inflation's hard-hitting impact on government, Ryor said in opening testimony before the Subcommittee on Labor-Management Relations of the House Education and Labor Committee.

NEA testimony supported collective bargaining for all public employees. The Association seeks measures which would amend the National Labor Relations Act to delete the statutory exception of coverage for public employers and employees and thus place them under the act which has governed labor relations in the private sector for some 40 years.

"Much of the public employee unrest," said Ryor, "has been triggered by local and state governments which have turned deaf ears to employee concerns. Teachers are extremely frustrated by legislative inaction. They are pressing state and federal governments to enact a bargaining law. How much longer must we wait?" he asked.

Enactment of federal legislation guaranteeing collective bargaining rights and processes to all nonfederal public employees is NEA's top nonfiscal priority.

Public Employees Blamed

"Public employees, on the one hand," Ryor maintained, "are blamed for the fiscal debacle, while on the other hand, because they lack the right to bargain, they are denied any meaningful mechanism to discuss financial priorities and policies with public officials. Public employers can't have it both ways. They can't be intransigent and refuse to bargain and then impale public employees because they strike after being goaded into extreme action.

"What we have seen recently in strikes and slowdowns by public employees is only a hint of what may well happen unless access to equity is provided to these employees by law," predicted the NEA president. He pointed to the same havoc in the private sector prior to enactment of NLRA and to the current resistance to taxation for essential public services which are hit by the same inflationary costs as private services.

"There is a clear need," Ryor told the subcommittee, "for a federal structure which is fair and equitable to the employer, to the employee, and to the public. Teachers know firsthand the scourge of one-sided bargaining laws, the pain of unjust and exorbitant penalties (being jailed and fined for protesting), and the frustration of having no avenue for redress of grievances. Teachers want equity. They want what workers in private enterprise have had for more than 40 years, the protected right to bargain collectively."

Uniformity of Process

Shooting down fears of federal government intervention with assurances of state and local control of public employee matters, NEA specifically asked the federal government to step in and provide uniformity of process—not substance—for such bargaining because of: state inaction; the failure of most states to come up with workable solutions and equity; unnecessary strikes over even the right to discuss working conditions rather than over the real issues; and the current chaotic "crazy-quilt" pattern of state statutes and nonstatutes.

Ryor stressed that "the right to bargain is much more than merely the right to strike. With the right to bargain goes the responsibility to exercise good faith, restraint, and reason.

"In short," he summed up, "we propose that Congress provide a badly needed process to create the balance of power necessary for employees and employers to reach agreement and yet protect our ultimate employer, the public."

NEW JERSEY EDUCATION ASSOCIATION SPOKESMAN JACK J. BERTOLINO told the Congressional panel that public employees in most states suffer because of "a patchwork of state laws which guarantee few or no bargaining rights." "Only through uniform federal legislation can all public employees hope to secure fair and equitable treatment," said NJEA's director of field services.

TESTIMONY OF THE NEW JERSEY EDUCATION ASSOCIATION

The major problem in New Jersey is the absence of a law granting public employees any semblance of due process in the courts. At the present time, if a teacher strike appears imminent, a school board merely appears in court and automatically secures an immediate temporary restraining order. This order usually prohibits the teacher organization from engaging in any concerted activity, including picketing, mass meetings, and demonstrations.

Since a judge has no authority to do otherwise, he or she is forced to issue such an order regardless of the circumstances and regardless of the impact the strike may or may not have on the public health or safety. As a result, teachers have been enjoined from striking even though the public health or safety is not endangered and despite extreme provocation by a school board—a board which may very well have corrupted the negotiating process.

To reasonable people, such a situation smacks of unfairness. Without a guarantee of even minimal elements of due process, hundreds of New Jersey teachers have been hauled before judges, fined, and sentenced to jail.

Public employees in most states suffer because of a patchwork of state laws which guarantee few or no bargaining rights. They are denied even the minimal elements of the collective bargaining process. Only through uniform federal legislation can all public employees hope to secure fair and equitable treatment.

TESTIMONY OF THE VIRGINIA EDUCATION ASSOCIATION

Public workers in Virginia are serious about the right to negotiate. They perceive it to be part of the democratic process—an alternative to arbitrary and autocratic decisions relating to their work and to their working conditions. I am not a militant nor are the majority of educators in this country. I am a realist, however, and I am appearing before you to speak of the urgency of this legislation.

There was a time when life was simple, when organizations and institutions operated in an informal and intimate fashion and when the need for creating formal procedures for working out problems was unnecessary. There was a time when paternalistic, vest-pocket administration appeared to work well. Few people were involved in the making of decisions and it was nostalgically simple.

Gentlemen, guidelines are necessary in today's working community for setting up policy for making needed changes and for maintaining open channels of communication between workers and their employers, both private and public. It is that simple and that basic. Everyone should have a right to discuss how much work will be done for how much money and under what conditions. In today's society, everyone should be able to discuss policies to be followed relative to contract renewal, changes of assignment, dismissal, and procedures to be followed to assure due process.

BETH NELSON, PRESIDENT OF THE VIRGINIA EDUCATION ASSOCIATION, told the panel that Virginia's governor is leading a massive resistance movement against the right of public employees to collective bargaining. She urged federal legislation to provide the "guidelines necessary in today's working community."

CALIFORNIA TEACHERS ASSOCIATION PRESIDENT STEPHEN EDWARDS (left) found himself face to face with a former student, now a Congressman from California, on the House panel. The Congressman, George Miller, was in Edward's eighth grade math class in Martinez, California, years ago. Asked what he remembered most about Miller, the CTA president said, "He always had a smile on his face."

TESTIMONY OF THE CALIFORNIA TEACHERS ASSOCIATION

One year ago, California's presence at this table advocating the extension of federal collective bargaining rights to all public employees might appear to have made a lot more sense than it does now, because at that time we in California did not have collective bargaining rights for teachers. In September of 1975, however, that changed. Governor Jerry Brown signed into law senate bill 160—The Rodda Bill—which has extended collective bargaining rights to teachers from kindergarten through the community college level in the state of California.

Why then, are the teachers of California interested in the extension of collective bargaining rights to all public employees across the country? After all—it can be argued—now that we have our own law, what do we care whether anyone else gets it?

The fact of the matter is, of course, that we have learned through hard experience that we don't exist in a vacuum, and that the rights of all teachers are in jeopardy so long as the rights of one teacher anywhere in this country are being denied. Aside from this larger concern we also have a more immediate interest.

The amendments to the National Labor Relations Act as contained in the proposed legislation which we are proposing would go far to improve the quality of the collective bargaining law in California—particularly, the impasse provisions.

TESTIMONY OF THE ALABAMA EDUCATION ASSOCIATION

In Alabama, with the advent of unionization of public employees at all levels, both state and local, we now have a situation wherein there is not state legislation nor federal legislation which gives guidance to employee-employer relationships within the public sector.

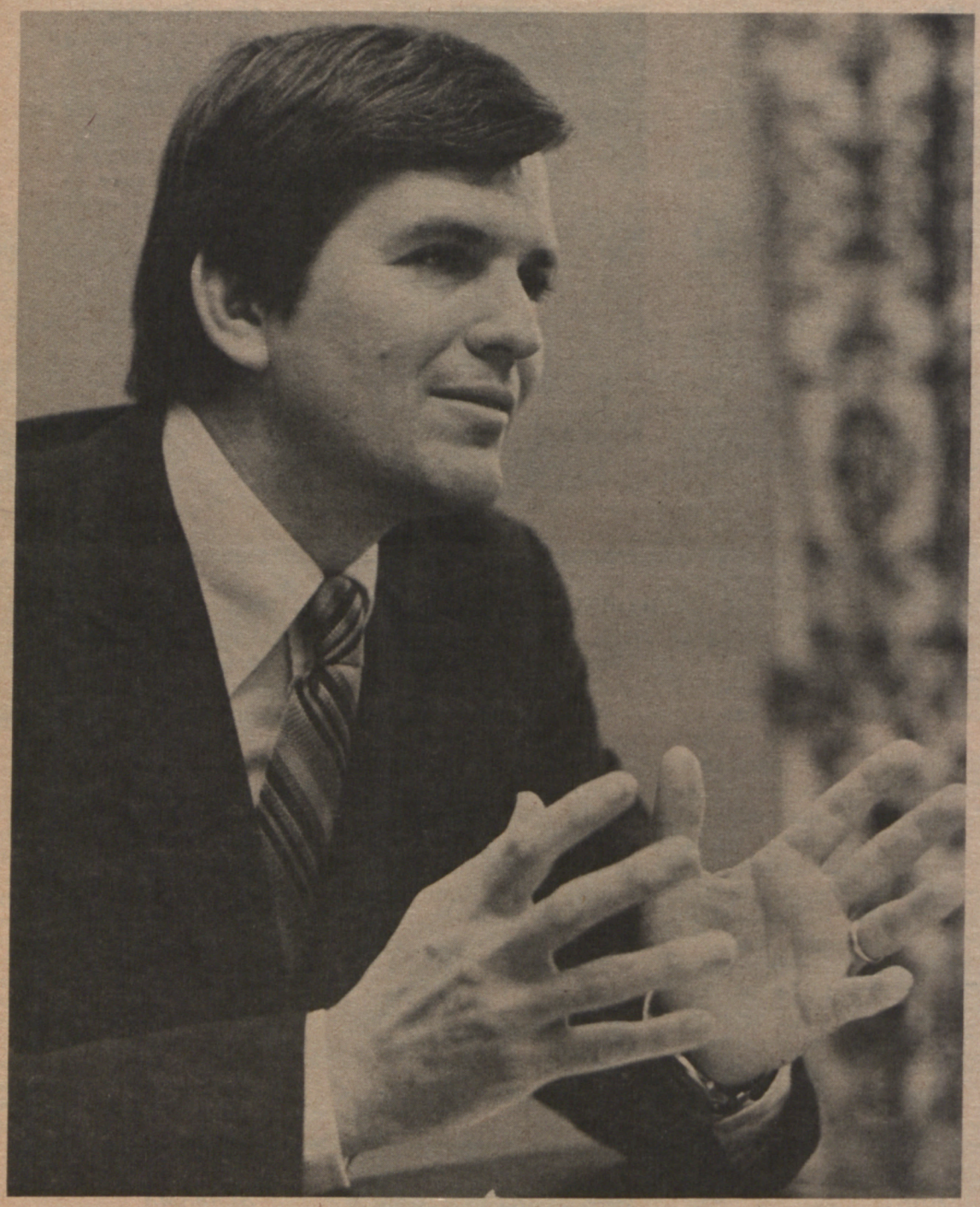
The only remedy, in my opinion, to a rather chaotic situation which now exists in our region is the development of a uniform approach which will guarantee all employers and employees an appropriate vehicle through which they may discuss their respective areas of concern and through this method reach an intelligent conclusion to whatever differences of opinion may exist between the two.

In my state there is no longer any question about the fact that public employees are going to be members of employee organizations which speak to the perceived needs of their respective members. The only remaining and unanswered question is: How shall the process occur? Will it be haphazard and chaotic, with each local governmental entity and each employee organization groping to find the procedures which work best for them? Or will it be a concerted effort on the part of the employer, as has been demonstrated in some cases, to destroy the employee organization? Or, will there be an intelligent application of a reasonable procedure which protects both the rights of the employer and the employee?

ALABAMA EDUCATION ASSOCIATION SPOKESMAN PAUL HUBBERT said that in his state—and in other Southern states—no legislation exists to give guidance to employee-employer relationships within the public sector. "The only remedy," he said, "is the development of a uniform approach."

nea reporter INTERVIEWS

New HEW Secretary David Mathews



David Mathews, a 40-year-old educator who was president of the University of Alabama, became U.S. Secretary of Health, Education, and Welfare in July.

REPORTER: Your family has been in teaching and you've been a teacher. Could you tell us a little about that?

SECRETARY MATHEWS: My father and mother, and my father's father were involved in public schools. I'm probably one of the few people in the country qualified to teach classical Greek in the secondary schools. If I have any distinction maybe it's that.

REPORTER: I thought your field was American History?

SECRETARY MATHEWS: It is, but my minor was classical Greek. At the time that I taught in the secondary schools, I taught American History.

REPORTER: But you very shortly became an administrator.

SECRETARY MATHEWS: Well in a sense I did, although I continued to teach. If I miss anything it's the chance to teach my class in American thought. I've always thought of myself as a teacher. That implies more than just what you do to earn a living. That suggests something about the way you look at problems, the way you look at people, the way you look at knowledge. I've always thought "teacher" was a bit more descriptive than to use a title from whatever I was doing at the particular time, because those titles change.

REPORTER: You said recently that one of the roles of HEW is to build bridges between the Department and the states. What did you mean by that?

SECRETARY MATHEWS: I'm trying to point to what I think is a characteristic of where we are now. It's not just that it would be nice to get along with the states, because we would be a lot happier if we had friendly relationships with people. It is that this Department badly needs the support of a whole host of other entities . . . state governments, cities, schools, and nongovernment agencies in order to be effective. If you look at the size of the problems that this Department is faced with, can you realistically think that even as large as it is, it's going to answer the questions before us on education or poverty or human health?

REPORTER: NEA teachers have suggested separating HEW into its three logical segments. If education were a cabinet post in itself, wouldn't this be one step toward solving many problems?

SECRETARY MATHEWS: I entertained that very notion myself when I first came here. As you just look at it, the idea has a lot of appeal to it. But once you get inside the agency, you realize that the situation is a bit different. The fact of the matter is that even the Office of Education does not make all the education decisions. And, in fact, all the education decisions aren't even labeled educational decisions. To make good social/educational policy we need to act comprehensively and a single, comprehensive Department makes that possible.

And as one of the former Secretaries pointed out—I think wisely, because he studied this problem for a long time—if you take any one segment of HEW and make it independent, it will look on the surface like you've made some great progress. But as a matter of fact, broad educational policy would still have to be made, taking into account not only the Office of Education, but a host of other entities. Somebody would still have to make those comprehensive decisions. And without a visible Secretary with broad control, those decisions would fall to an invisible office somewhere inside the government.

REPORTER: NEA believes collective bargaining is a reasonable goal for teachers and faculty. Would you comment on that?

SECRETARY MATHEWS: Well, this Department, as you know, is large and touches on a multitude of controversies and difficult issues. But the question of collective bargaining is not a question that's in the federal purview—and not within the purview of the Secretary of this Department. I very well understand the desire of teachers to be more in control of their own professional careers and their development, and I trust the Department would be responsive to teachers in such ways as present programs allow—programs that have to do with training and development, and with some of the particular programs in which teachers have interest.

REPORTER: NEA teachers have argued and are arguing strongly in a number of states for larger roles for teachers themselves in certification boards at the state level. Does this seem like a reasonable trend to you?

SECRETARY MATHEWS: When I met with the NEA Executive Committee recently I said that I'm very much in favor of teachers' participation in federal advisory committees, as, for example, in representation of teachers in the committees of HEW that advise the Office of Education.

REPORTER: NEA is on record in support of career education for every child from an early age. Do you have an opinion on that topic?

SECRETARY MATHEWS: I think there are a lot of very useful things that can be done with the interest in career education. First of all, you've got to recognize that the students are voting with their feet on this issue. Look at where they're going in the curriculum pattern in high schools. Look at where they're going in colleges; they want to make sure they can get a job when they get out.

Some see this as divisive and at war with the tradition of education which says that we are not just to prepare people who are ready for today's job market but who are ready for the kind of large social, political, economic problems we've got to deal with five, ten, fifteen years down the road. I think the real effort ought to be to make sure that those are not incompatible efforts, and I think that it's a very fruitful, exciting field for work.

REPORTER: Do you think it's a field that warrants more federal support?

SECRETARY MATHEWS: That would have to be answered in the context of overall budget considerations. I would expect that the budget be consistent with the President's pronouncements on growth. I think you're aware that he's felt that the federal budget should not continue to grow at the rate that it has grown.

REPORTER: I've noticed that feeling . . .

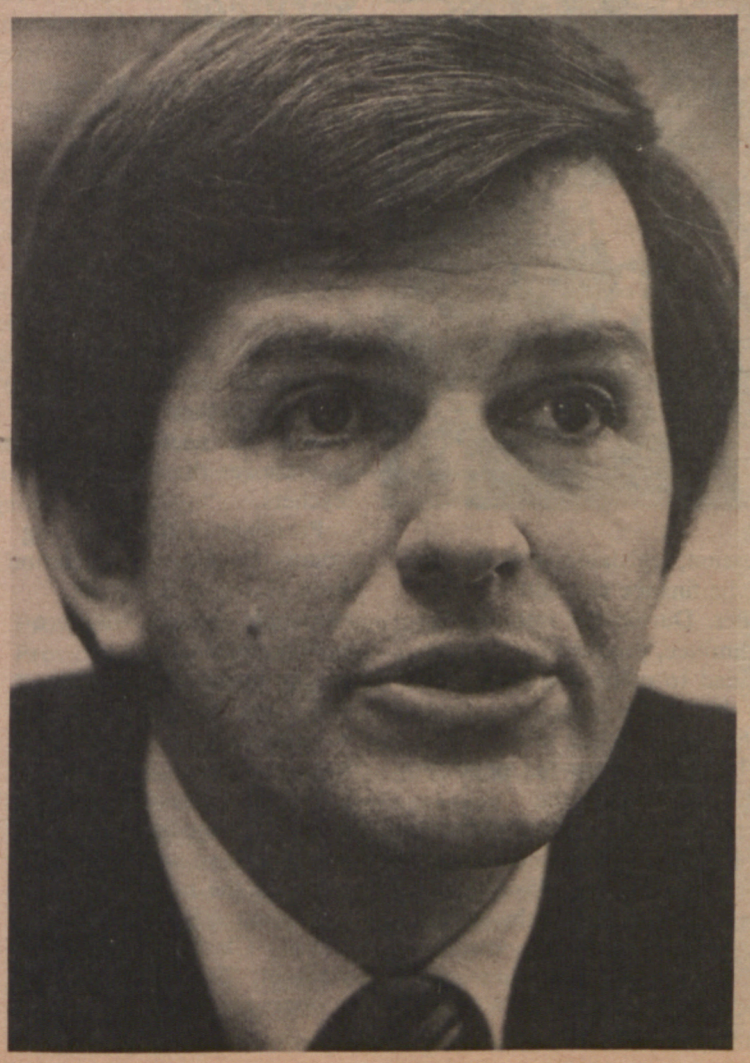
SECRETARY MATHEWS: The debate is not over growth but the rate of growth. And he advocates a controlled rate of growth.

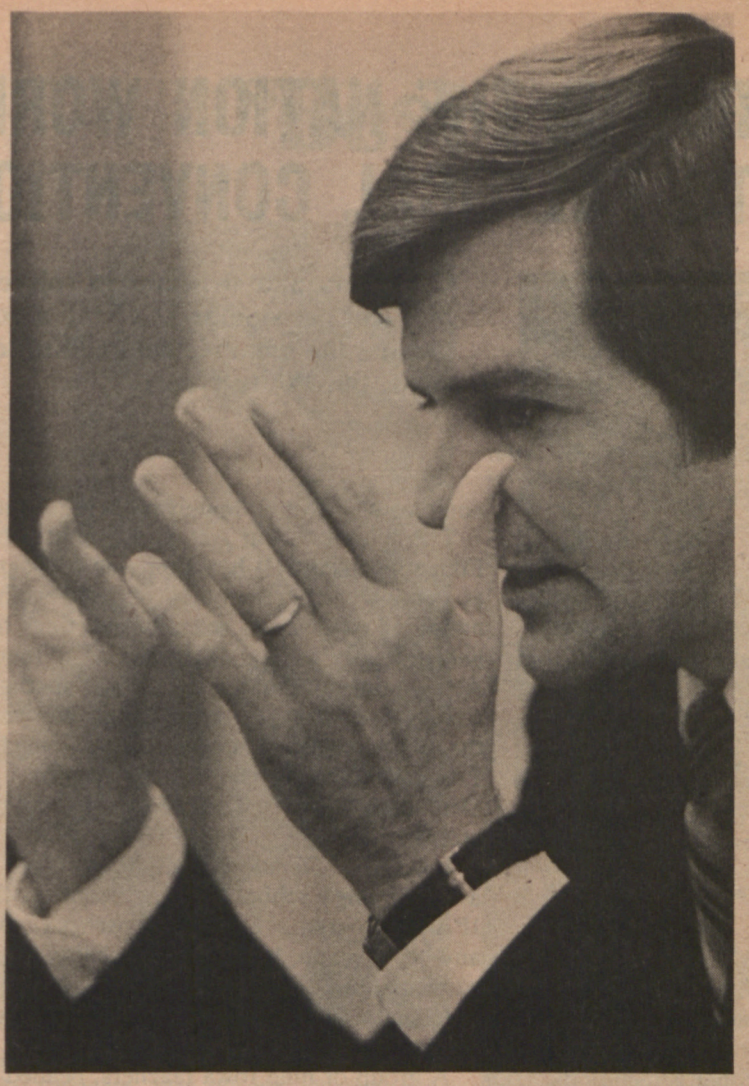
REPORTER: Then you interpret the President's vetoes of education funding legislation not as cutting off growth but as limiting growth?

SECRETARY MATHEWS: Surely . . . and certainly not as anti-education measures. They are economically motivated. And those economic constraints affect all programs and all Departments.

REPORTER: NEA teachers overwhelmingly believe that teachers should become more and more involved in the political process—in electing local, state, and national leaders. And as you may or may not know, NEA is planning this year to endorse a Presidential candidate in the national race. Do you think these are reasonable things for teachers to do?

SECRETARY MATHEWS: Well, teachers are citizens—that seems to be incontrovertible. How teachers exercise their citizenship is within their rights and I don't care to comment one way or the other on their judgment about what they do. The wisdom of that will have to be tested in the public forum,





People in the News

not in any comment that I provide.

REPORTER: Some months ago, NEA protested to President Ford that teachers do not have the input into HEW policy that they should have. I had the feeling from what you said to the NEA Executive Committee and what you've said here today that you think teachers should have more input. But how can they do so?

SECRETARY MATHEWS: My specific suggestion is that teachers, rather than waiting until a committee X or committee Y comes up, develop a list of knowledgeable professionals who have a high degree of interest and a background of expertise in a broad range of subjects to give the Department.

This early input is needed because educational policy is directed in a lot of different ways from a lot of different committees, in a much broader way than you'd think just by reading the titles. Secondly, if you get some kind of advance relationship, then you know, just common sense tells you, you've got more latitude and more chances of success than if you just present one name for one committee and nothing else.

REPORTER: In a recent speech, you said, "Educators too often meet to massage each other with stories of either victory or defeat rather than to air the broad social and intellectual issues of the day. It seems to me we desperately need a broader focus. The dilemma of our age is not to be addressed in a science of optics, but rather in a spirit of vision." Would you expand on that?

SECRETARY MATHEWS: I believe that the community of education ought to devote at least a part of its time to perspective—to developing and building and refining ideas. I think this particularly because I've been behind a desk with a thousand problems coming in every day and it's very easy to lose your perspective there. It's very easy to be guided simply by the sum total of the forms, as opposed to a thoughtful vision of where you should go. I think ideas are as much tools as quantitative analysis. I think perspective is as much needed as administrative decisiveness.

Remember that HEW owes its origins to the creation of a post in the 19th century for a Commissioner of Education and the election of one Horace Mann to fill that post. Mr. Mann quickly discovered that he really didn't have a lot of authority. Congress gave him two secretaries, and took one of those away his first year. So he used that office to try to affect the public debate on education and he was marvelously successful. A good deal of my own time is spent trying to affect the public debate on issues of social and educational policy. I see that as an important part of my responsibility.

TEACHERS AROUND THE NATION WORK TO BECOME DELEGATES TO POLITICAL CONVENTIONS

IOWA TEACHERS ARE WELL INTO THE POLITICAL GAME ALREADY. Above, ISEA President Nancy George shakes hands with Presidential candidate Terry Sanford. With her is Jeanne Boesen of the ISEA staff.

"Teachers aim to share in this critical political decision and to have a voice in picking the nominee who will ultimately sit in the White House."

WASHINGTON, D.C.—NEA officials said this month that a record 300 teachers are expected to participate as delegates to the Democratic and Republican national conventions next summer. Teachers in many states, including Iowa, are already involved in delegate selection activities, they said.

"Teachers are gearing up for significant involvement as delegates to the political party conventions where the Presidential nominees will be chosen," said NEA President John Ryor. "Teachers aim to share in this critical political decision and to have a voice in picking the nominee who will ultimately sit in the White House."

The Iowa Political Action Committee for Education (IPACE) has approved a program aimed at involving large numbers of teachers in the nation's first delegate selection meetings to be held in every Iowa neighborhood on January 19. At that time, the national political spotlight will focus on Iowa as both parties will conduct the all-important precinct caucuses which will give Presidential candidates, particularly the Democrats, the first reading of their political strength in Iowa.

Iowa State Democratic Chairman Tom Whitney, a former high school teacher, endorsed the IPACE program. "Educators, perhaps more than any other group, have a responsibility to participate in the process, form opinions and judgments and influence opinions and judgments," he declared.

A group of nine Iowa teachers, headed by Iowa State Education Association President Nancy George and IPACE Chairperson Ken Phile, has begun the process of interviewing Democratic and Republican candidates for President, a key part of the Iowa delegate selection program. Interviewed on October 25 were five Democratic hopefuls: Rep. Morris Udall of Arizona, former Gov. Terry Sanford of North Carolina, former U.S. Sen. Fred Harris of Oklahoma,

ISEA President Nancy George puts questions to another announced candidate, former U.S. Sen. Fred Harris of Oklahoma.

U.S. Sen. Birch Bayh of Indiana, and U.S. Sen. Henry Jackson of Washington.

The results of the interviews, which are being recorded, will be used to determine a strategy that IPACE will recommend teachers take at the precinct caucuses.

Teachers in other states, particularly those states with early Presidential preference primaries and other caucus-convention states like Iowa, are beginning to organize teachers for involvement in the delegate selection process. Among these states are Massachusetts, Florida, North Carolina, Nebraska, Wisconsin, Michigan, Pennsylvania, Indiana, Ohio, California, Virginia, Colorado, Oregon, and Minnesota.

West Virginia Teachers March for Pay Raise

Led by a pep band and headed by the WVEA executive committee, 8,000 West Virginia teachers move out of a side street and head for the capitol building.

CHARLESTON, WEST VA.—It took an 8,000-teacher march on the state capitol to make legislators aware of the need for a salary increase but Governor Arch A. Moore, Jr., brought it all into reality last month as he signed a bill giving more than 21,000 West Virginia teachers a $700 salary increase.

This is the second pay raise West Virginia teachers will have received during the current school year. The first increase amounting to $500 came at the beginning of the school year in September and the second, passed during a special session of the legislature last month, will be retroactive to that date.

The West Virginia Education Association, which originally sought a $1,200 increase during the regular legislative session, seized on the opportunity to go back to the legislature when the lawmakers were called back into special session in August by the governor.

During the brief, three-day session, legislators sent the WVEA-sponsored salary bill to the finance committee and then recessed until November. During the intervening period, the WVEA executive committee, prodded by membership dissatisfaction, decided to call for a mass rally when the legislators returned to the capitol halls.

Longtime observers around the capitol scene said they had never seen such a massive lobbying effort. Seasoned legislators joined with first-termers to observe the 8,000 teachers, carrying signs calling for support, parade through and around the capitol building. Seasoned lobbyists said they had never seen anything like it as both Senate and House of Delegates finance committees moved the bill to the floor in record time, where it passed with little opposition.

West Virginia's low rank of 47th among 50 states in teacher salary gave impetus for securing the additional $700, WVEA said.

Teachers in Two Counties Withhold Their Services

Teachers in two West Virginia counties withheld their services on October 31, the day prior to reconvening of the state legislature.

About 80 per cent of the 450 teachers in Wyoming County and all but about 70 of the 300 teachers in Preston County stayed home to convince their representatives of the need for a salary increase for the state's teachers.

President of the Wyoming County Education Association John Harris said, "A lot of people thought we were working against the county board of education and some thought we were working against the WVEA, but we weren't. . . . We felt it [the walkout] was needed to convince our delegates and senators of the need for the raise."

Preston CEA President Beverly Clark said of the walkout: "It was our day to support the bill."

Baltimore Teachers Win "Best Ever" Contract

BALTIMORE—In spite of these economically depressed times, the NEA-affiliated Public School Teachers Association (PSTA) here recently negotiated the "best contract teachers of Baltimore city ever had"—a two-year, $20 million package with an average yearly salary increase of 9 percent, plus increments, plus fringe benefits.

Under the new contract, beginning teacher salaries will increase from the previous level of $8,060 to $8,850 this year and then to $9,645 in 1976-77. Teachers currently on the highest step will go from $15,550 to $17,480 this year and then to $18,870 in 1976-77.

"It's not just the money that makes this a great contract," said Lorine Strange, elementary teacher and PSTA negotiator, "the language provisions are also the best we've ever had."

Just what contributed to such a great win? PSTA President Karl Boone explained that city officials and school board members didn't want to see a repeat of the bitter month-long strike that began in February 1974.

PSTA members are especially proud and relieved to have gotten improved policies on teacher transfers, student discipline, and protection of teacher rights included in their new contract.

Bob Haugen, Maryland State Teachers Association assistant executive secretary for Field Services and chief negotiator for PSTA, said no problem faced at the bargaining table was more difficult to solve than the problem of teacher transfers. "One thing we communicated repeatedly at the bargaining table was that no matter how good the money was, the contract would have to include improved language in regard to teacher transfers and student discipline.

"Due to last year's desegregation orders, transfers were being administered in a horrendous manner . . . they made no sense at all," Haugen said. "Hundreds of teachers were in limbo, they didn't know where they were going to be next, they were moved all across the city, and some were moved three and four times in 30 days. We conveyed to the city that this had to be solved . . . that there wouldn't be any contract unless this was solved.

"We also made it clear that there wouldn't be any contract unless we got a meaningful discipline procedure—one that took the responsibility off the teacher's shoulder and put it on the administrator's shoulder where it belonged," Haugen said. "I think they realized we meant business and consequently we got those all-important provisions in the contract."

Baltimore city teachers have come a long way since PSTA wrenched the bargaining rights away from the American Federation of Teachers affiliate, the Baltimore Teachers Union, said Charles Wheatley, MSTA executive secretary.

"We asked the teachers to give us a chance to bargain for them in June 1973 during a representation election," said Boone. "They did and I think we've proven that we were worthy of their votes." Prior to June 1973, BTU had been in power since 1967.

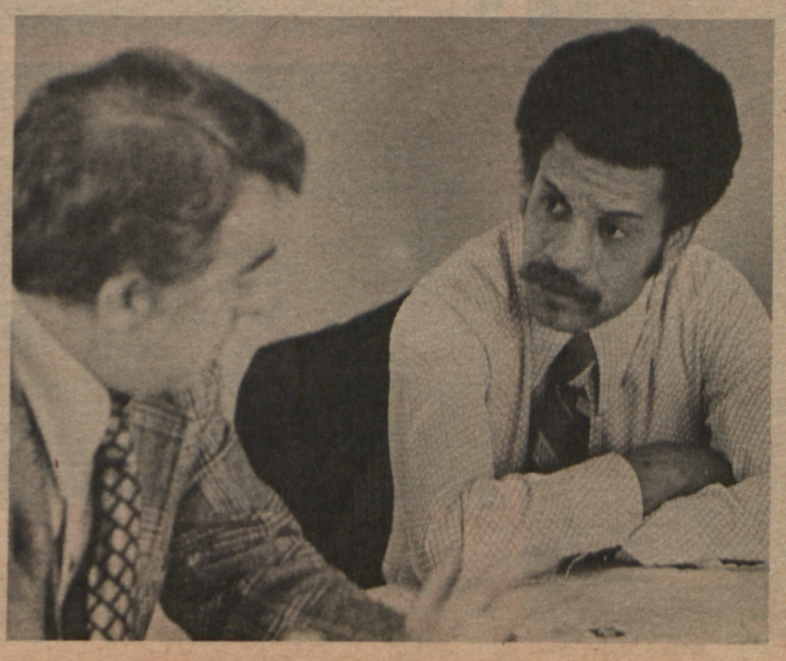
"Membership is growing and loyalty to PSTA is on the increase, not only because of the great contract, but also because we have continued to be honest and forthright with our members," Boone said. "For example, unlike BTU, which urged ratification of a contract sight unseen, we mailed copies of the proposed agreement to every teacher's home with a stamped return envelope in which they included their vote. Out of over 5,000 respondents, only 172 voted against ratification."

Baltimore Contract Highlights

- Provides $2,400 to $3,600 increases in salary
- Provides a more equitable salary structure
- Results in significant increases in retirement benefits
- Establishes tuition reimbursement as a permanent item—$200,000 per year
- $2 Deductible Prescription Plan fully paid by the Board
- Significant improvements in severance pay
- Improves policies on teacher rights
- Sick leave permitted for maternity leave
- Parental leave for male as well as female teachers
- Long-term substitutes to receive all benefits and will be paid accordingly
- Improves policy on student discipline
- Improves transfer policy
- Details fair procedure for evaluating nontenured teachers.

Lorine Strange, teacher negotiator and PSTA secretary, says the election year also had something to do with securing a great contract. Baltimore's Mayor Schaefer was reelected November 5.

Jane Wade, teacher negotiator (foreground), says in spite of the long hours after school at the bargaining table, she didn't miss one day of school. The board refused to give teacher negotiators released time, even though negotiating sessions sometimes lasted into the early morning hours.



MSTA reproduced copies of PSTA's proposed contract in a special edition of its *Action Line* newspaper, sent through the mail to teachers' homes for a ratification vote. Left to right are Bob Haugen, MSTA staffer and PSTA chief negotiator, Karl Boone, PSTA president, Lorine Strange, and Jane Wade, teacher negotiators.

Bob Haugen, MSTA staffer and chief negotiator for PSTA (left), and PSTA President Karl Boone discuss contract maintenance and related association work that lies ahead.

Association Co-op is the Answer Here

Missouri Teachers Save $$ on Food

INDEPENDENCE, MO.—The Independence Community Teachers Association (ICTA) has formed an inflation-fighting food co-op to provide food and grocery items for teacher members at wholesale prices—a savings of 16 to 25 percent on the average teacher's grocery bill.

Regularly on Saturday mornings teachers drive their cars, station wagons, or pick-up trucks to a central point and cart away carton upon carton of wholesale grocery supplies.

ICTA's food services project has expanded over the past year to include not only its own members, but teachers from nearby Kansas City, Kansas, and several other local associations in the Independence/Kansas City metropolitan area. ICTA also is spearheading an effort to expand wholesale price services even further, joining Missouri-NEA in developing a special services project—including not only groceries, but appliances, automobiles, carpets, furniture, etc.—on a statewide basis.

How the Co-op Works

Teachers receive a catalogue listing national brands, as well as two house brands, of many grocery items, including fruit, vegetables, soups, processed meats, and other boxed, canned, and bottled goods. Teachers place a call to Michael Bohanan, a young Kansas City wholesaler, who gives prices per case lot. Orders are placed and Bohanan and his father deliver them to the pick-up point.

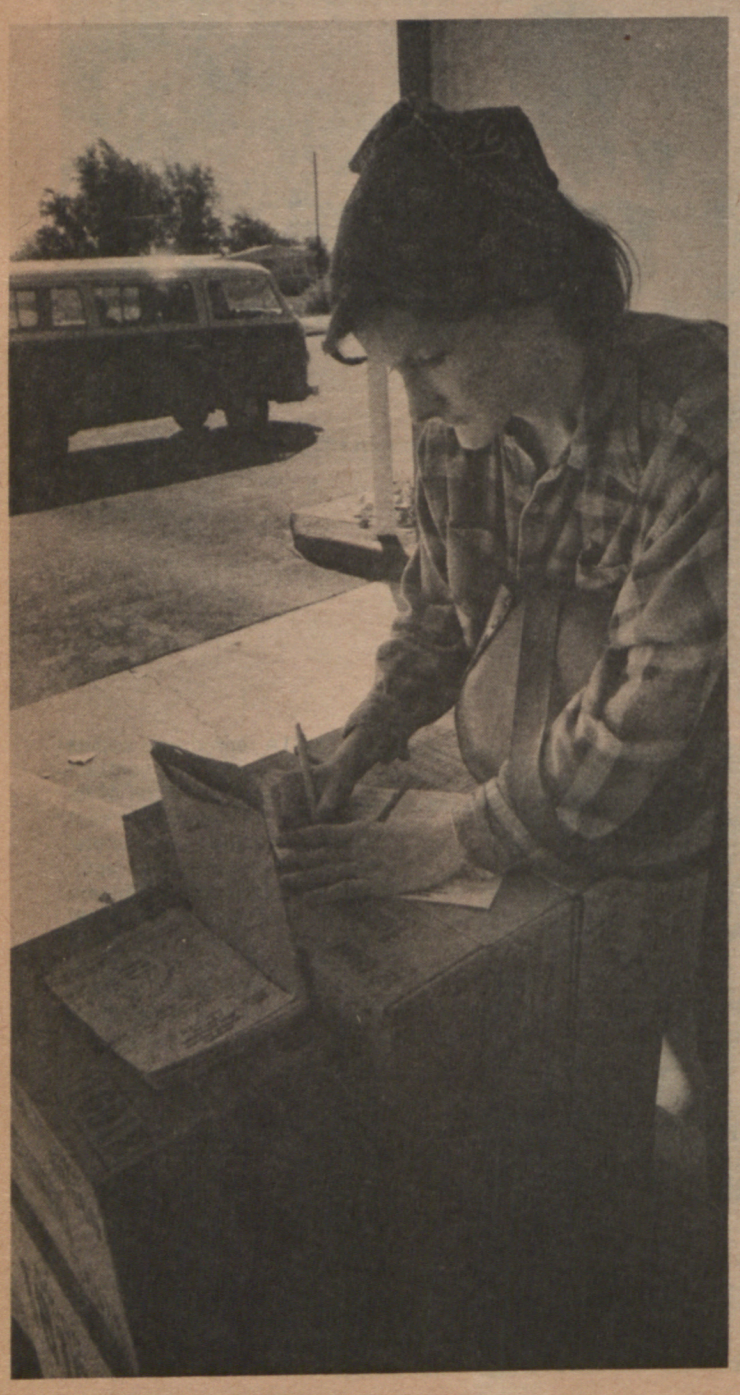
Said Bohanan, "Obviously, I was delighted when the teachers approached me about providing this service. And it goes beyond just increasing my business. . . . I know how much it means to save money in a time of double-digit inflation. As our volume builds, I hope to bring prices down even more."

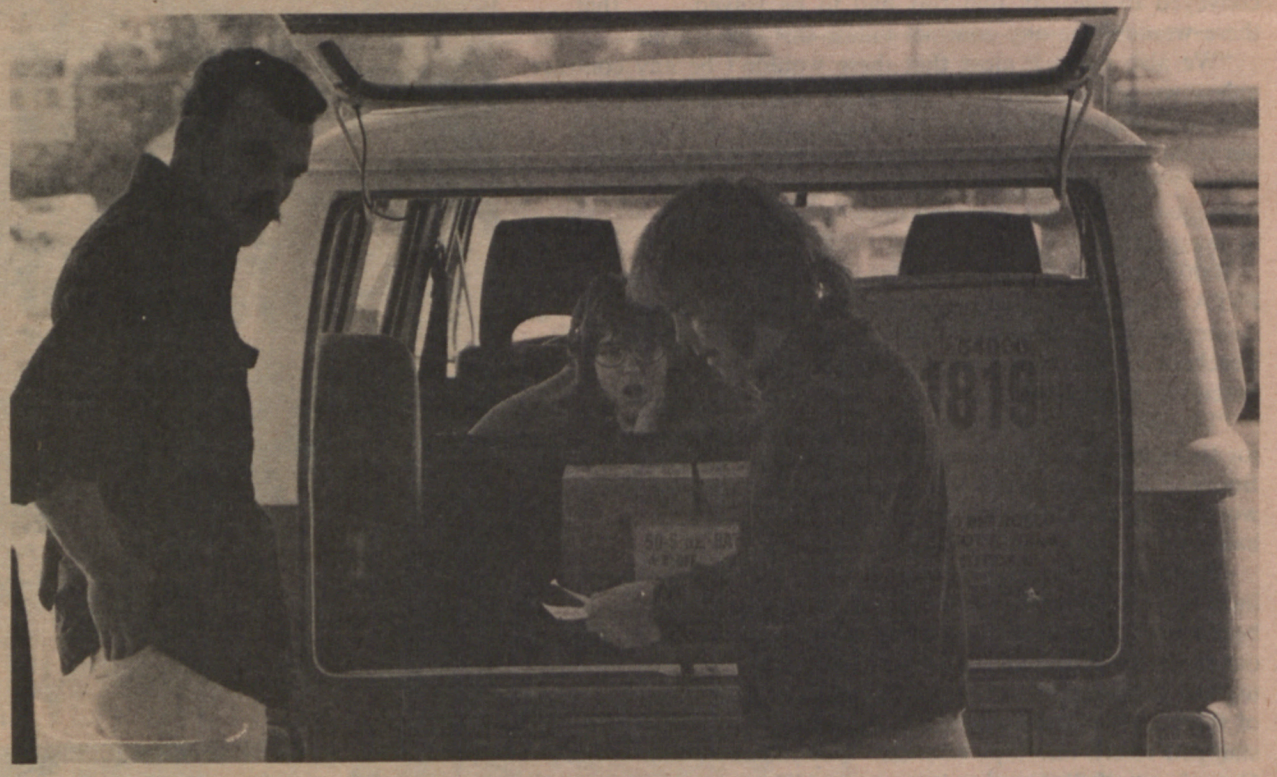
"Sometimes the supermarkets will have special sales offering some items at reduced prices," said Beverly Bone, kindergarten teacher in Independence. "But the store only allows you to buy one or two items at a time. This way we can buy it in bulk and really realize a savings."

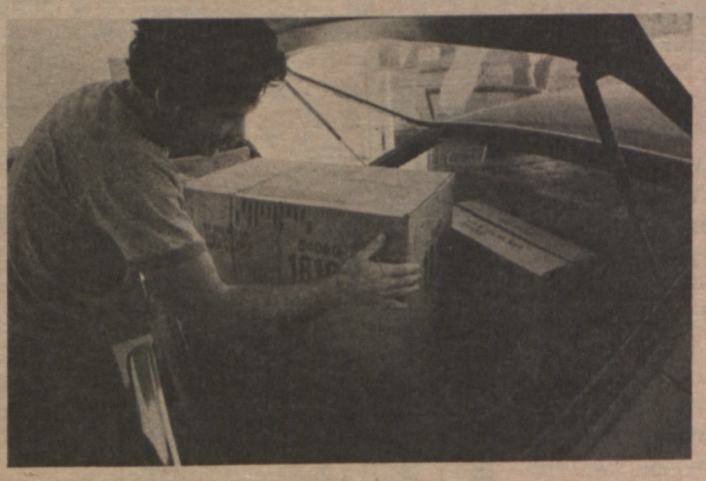
How It Began

Eldon Hunsicker, teacher services chairman for ICTA, said the idea started within the teacher ranks. "Last year when teacher negotiations weren't going so well and inflation was around its highest point, someone mentioned the idea," Hunsicker said. "We immediately shopped around for a distributor/wholesaler, found Bohanan, and needless to say it caught on and volume has been building ever since."

One of the most grateful Saturday morning co-op shoppers and dedicated ICTA supporter is 24-year-old Kendall Shipley, a second year teacher who was riffed last year by the school board because of lack of funds. She was recently reinstated, thanks to ICTA and M-NEA, who paid all legal fees. "I'm single and support myself . . . beginning teacher salaries don't go very far in today's economy and frankly, I don't know how I would get along without this break in grocery prices," said Shipley. "You know, I think I'll be an ICTA member for a very long time . . . if it hadn't been for ICTA I wouldn't even have a job right now."







Mike Bohanan (above right) checks his list against an order after loading supplies in a teacher's van. High school teacher George Hammontree (left photo) stocks up on cheese, candy, soap, and tissue paper. "I've saved at least 25 percent on these items. . . . I think it's a great idea," he said.

Kendall Shipley (left photo), riffed by the school board last year and reinstated this fall as a result of M-NEA/ICTA legal support, writes a check for her grocery supplies.

TEACHER TRAVEL EXPENSES MAY BE TAX DEDUCTIBLE

WASHINGTON, D.C.—With income tax preparation time a few months away, NEA's Office of General Counsel points out that some teacher travel expenses may be deductible items on federal tax returns.

However, because travel engaged in for educational value by teachers is generally of the same type largely regarded by other taxpayers as recreational and thus normally considered a nondeductible expense, the Internal Revenue Service (IRS) has taken a very firm stance in observing guidelines governing such deductions.

WHAT IS DEDUCTIBLE

The costs of travel, including sabbatical leave as a form of education, are deductible to the extent that the expenditures incurred were for a period of travel *directly related* to the teacher's duties in employment, advise NEA attorneys. Additionally, the deduction will only be allowed if the *major portion* of the travel activities directly maintains or improves skills required by the employer.

It is worth noting, warn General Counsel staff, the IRS has stated that approval of a program by the institution, or the fact that the institution accepted the travel of a teacher in fulfillment of its requirements for retention of salary, status, or employment, or the fact that it was customary for teachers to undertake such travel, would not necessarily be conclusive that the required relationship existed between the travel and the teachers' duties in a particular position.

Accordingly, if a teacher of Spanish, while on sabbatical leave granted for the purpose of travel, takes a trip to Spain in order to improve in the language, expenses will be deductible *only if* the teacher's itinerary was chosen and the *major portion* of trip activities were undertaken for the primary purpose of maintaining or improving skills in the use and teaching of Spanish. Expenses which are deductible will include, but will not necessarily be limited to, the cost of transportation, lodging, and meals which had a direct connection to that primary purpose, state General Counsel staff.

RECORD KEEPING

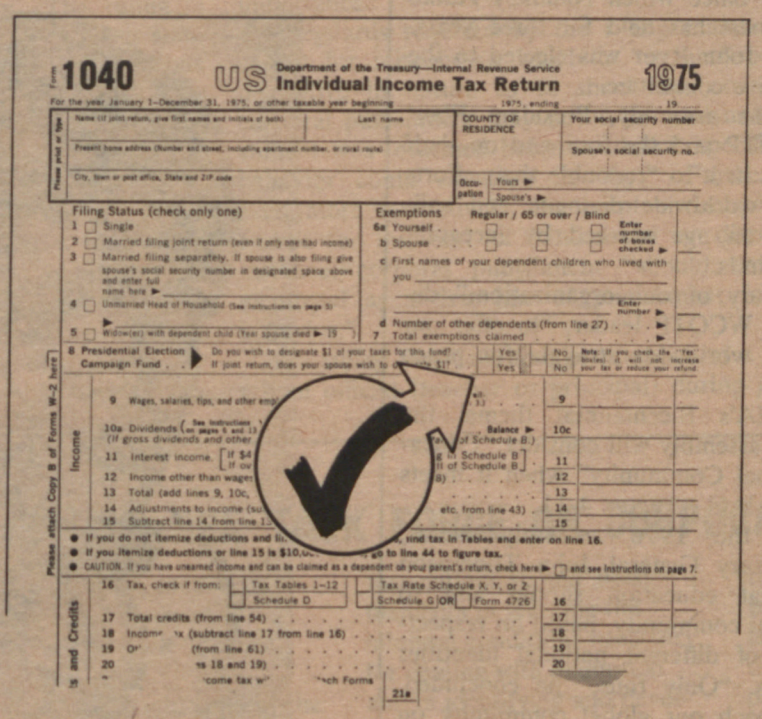
Turning to recordkeeping requirements, Treasury Department regulations provide that no deduction will be allowed for travel unless the taxpayer substantiates the amount, time, and place of travel and the business purpose of such expenditure. The regulations at Section 274-5 (b)2 spell out requirements in more detail:

- *Amount* of each separate expenditure for traveling away from home, such as cost of transportation or lodging, except that the daily cost of the traveler's own breakfast, lunch and dinner and of expenditures incidental to such travel may be aggregated, if set forth in reasonable categories, such as for meals, for gasoline and oil, and for taxi fares, etc.;
- *Dates* of departure and return for each trip away from home, and number of days away from home spent on business;
- *Destinations* and locality of travel, described by name of city or town or other similar designation; and
- *Business* reasons for travel or nature of the business benefit derived or expected to be derived as a result of travel.

Accordingly, a teacher who wishes to claim travel expenses as business deductions should have accurate records to substantiate all claims. In sum, advise NEA attorneys, all documents including receipts, diaries, cancelled checks, etc., which go toward establishing that expenses were in fact incurred should be retained. These will prove invaluably helpful in the event that the teacher's return is audited by the IRS.

Give a buck—or two

NEA Government Relations points out that any person may instruct the U.S. Treasury to transfer to the Presidential election fund either $1 or $2 (for a joint return) by checking line 8 on IRS form 1040.



✔ YES — Designate $1 to help finance the 1976 Presidential Election. At NO cost to you.

✔ YES — Help build a general campaign fund, so all candidates have an equal chance. At NO cost to you.

✔ YES — Tell IRS what to do with at least one of your tax dollars. At NO cost to you.

NOTE: If you check the "YES" box(es) it will not increase your tax or reduce your refund.

in brief

Carr Scholarship Applications Ready

WASHINGTON, D.C.—William G. Carr Scholarship applications for 1976 are now available and may be submitted until February 1.

The $2,000 grant will be awarded to an officer or staff member of a local or state professional organization in the U.S. for graduate study designed to improve some aspect of association work.

The scholarship was established in 1967 to honor former NEA Executive Secretary Carr, who wished to support projects designed to strengthen the independent professional organization.

Requests for applications and inquiries should be directed to NEA Center, William G. Carr Scholarship, room 714.

The 1976 scholarship recipient will be selected by a subcommittee of the NEA Executive Committee and announced in May.

April 1 Deadline for NEA Candidates

WASHINGTON, D.C.—April 1 is the deadline for advance filing by candidates for NEA offices who wish to have information about their candidacies published in the NEA REPORTER. Data sheets and official filing forms are available from NEA Center.

NEA officers to be elected at the 1976 annual meeting in Miami Beach include the secretary-treasurer and two members of the Executive Committee. The annual meeting is scheduled to run from June 26 to July 1, with registration, exhibits, and campaigning starting on June 25.

Submission of filing and publicity forms does not constitute an official nomination for elective office. Official nominations take place during the first meeting of the NEA Representative Assembly.

A candidate must have been a member of NEA for the five-year period immediately preceding his candidacy.

Communications should be addressed to NEA Center, Executive Office, Attention: Mrs. Irma Kramer.

NEA Explains MBO in the Schools

WASHINGTON, D.C.—Management by Objectives (MBO)—a business technique currently cropping up in many school district policies—is the subject of a briefing memo prepared by NEA Instruction and Professional Development.

Alerting teachers to the fact that MBO in school often means "accountability," IPD explains that this spells trouble when teachers are held accountable for objectives over which they have little or no control.

Single copies of the briefing memo, "Should Teachers Say No to MBO?" are available from IPD, room 705, NEA Center.

Silver Costs Up Bicentennial Medallion Price

WASHINGTON, D.C.—A 15 percent increase in the price of .999 pure silver in recent months has in turn affected the price of NEA's Bicentennial silver medallions. Effective December 1, the limited edition of 1,000 silver medallions must be priced at $90 instead of the original $75. The solid bronze medallion is still available at the quoted price of $12.50. Created by master sculptor Frank Eliscu and serially numbered, the medallions may be ordered from NEA Order Department, The Academic Building, Saw Mill Rd., West Haven, CT 06516. Make checks payable to NEA.

NEA/NJEA Ethnic Resource Guide Available

WASHINGTON, D.C.—"Roots of America," a multi-ethnic resource guide for 7th, 8th, and 9th grade teachers coordinated by NEA and the New Jersey Education Association, is now available. The joint project was made possible by a $90,000 grant awarded by the U.S. Office of Education's Ethnic Heritage Branch.

Developed by classroom teachers, students, and representatives of ethnic groups, the guide is a series of units designed to assist teachers in locating and using resource materials on Black Americans, Italian Americans, Japanese Americans, Jewish Americans, Mexican Americans, Native Americans, Polish Americans, and Puerto Ricans. "Roots of America," $4 (stock no. 1373-5-OD), may be ordered from NEA Order Dept., The Academic Building, Saw Mill Road, West Haven, CT 06516.

TEACHER EXAMS MUST GO— CAROLINA COURT

RALEIGH, N.C.— Teachers in this state—backed by NEA and the North Carolina Association of Educators—have won a court battle against state-mandated use of National Teachers Examination minimum score requirements for certification. Some 15,000 persons who completed degrees since 1964, but failed to obtain high enough scores on the NTE, are now eligible for certification.

A three-judge district court panel here ruled that the state's NTE cut-off licensing regulation is "invalid and unconstitutional." The court also held that the selection of a cut-off score that has not been shown to reveal teacher competency, that has a disparate impact on blacks, and that is not reasonably related to any proper government objective constitutes an arbitary denial of equal protection.

NEA and NCAE, intervening in the U.S. Department of Justice suit against the State of North Carolina, had presented arguments which were upheld by the panel.

Meanwhile, in South Carolina, nine black teachers, the South Carolina Education Association, and NEA have intervened in a U.S. Department of Justice class-action suit charging that state with bias against black educators. The lawsuit alleges racial bias in South Carolina's practice of using arbitrary cut-off NTE scores as a requirement for a top professional teaching certificate.

Faculty Must Be Paid, Georgia Court Says

DECATUR, GA.—A Fulton County Superior Court judge here has ordered that Georgia University system employees must be paid $11.5 million in salary increases mandated in their contracts but wiped out by state general assembly budget cuts.

The suit was filed by the Georgia Association of Educators on behalf of all university system employees. GAE has a similar suit pending involving K-12 teachers' raises.

In the university case, Judge Charles Wofford declared the educators' contracts valid and binding and declared unconstitutional the state general assembly's July repeal of an earlier appropriation including funds for the average five percent raises written into their 1975-76 contracts. By not paying the increases, the judge said, the state board of regents breached the contracts and violated Georgia's constitutional provisions on equal protection under the law and on impairment of the obligation of contract.

The state is expected to appeal to the state supreme court, but GAE attorneys said they believe the lower court decision firmly establishes the constitutional rights of educators and prevents the state from failing to honor signed contracts.

GAE's other suit, still before the court, seeks restoration of almost $30 million for seven percent raises for K-12 teachers. Funds for these increases were part of the same appropriation which included the money for university employees and was rescinded.

Educators from Around the World Meet for 24th WCOTP Assembly

NEA Vice-President Willard McGuire
Led NEA's Delegation

BERLIN, WEST GERMANY—Educators from 50 countries, representing 80 organizations, participated in the World Confederation of Organizations of the Teaching Profession's (WCOTP) 24th annual delegate assembly here this summer.

NEA Vice-President Willard McGuire led NEA's delegation of 15 representatives, including Executive Director Terry Herndon, Secretary-Treasurer John T. McGarigal (a member of the WCOTP resolutions committee), International Relations Director Braulio Alonso, and members of the Board of Directors, Executive Committee, and Student NEA. A total of 50 U.S. delegates attended.

In conjunction with the assembly's theme, "Teachers and the Political Process," delegates resolved that all teacher organizations have the responsibility to extend their participatory and representative decision-making procedures, as well as provide advisory services, training in the use of political processes, and legal services for their members.

Other resolutions urged the pursuit and defense of equal educational opportunities for women; expressed concern at UNESCO's decision to withhold cultural aid from Israel and not to include it in the European regional grouping; requested that the UN set a date for its proposed world disarmament conference; urged resolution of problems between New South Wales teachers and that government; and resolved to continue to support restoration of full rights to Chilean teachers.

Wilhelm Ebert of the Federal Republic of Germany ran unopposed to become president of WCOTP, an office which Niamkey Adiko of the Ivory Coast has held for three years. NEA President John Ryor was elected to the WCOTP executive committee.

Addressing the assembly, President Ebert called on WCOTP and the four and one-half million teachers in it to "redouble their efforts to maintain a worldwide dialogue and solidarity" during an age marked by incessant conflict of all kinds.

It is the "duty of our organization," declared the new WCOTP leader, "to offer our services in the worldwide struggle for peace and survival."

Echoing NEA's Bicentennial theme, the 1976 WCOTP assembly will consider "Education for a Global Community" when it meets in Washington, D.C., August 4-11.

Introducing the 1976 assembly theme, WCOTP Secretary General John Thompson emphasized that education should aim to develop a global community, based on respectful awareness of different national identities and aspirations. "Only thus," he concluded, "can we approach our global community on the democratic basis of equality" rather than through the imperial exercise of power.

Delaware Teacher Wins Back Pay

LAUREL, DEL.—With litigation financed by the NEA DuShane Emergency Fund and the Delaware State Education Association, Margo Morris has won salary lost while working outside the teaching profession. A basketball coach and physical education teacher here, she had been dismissed on trumped-up charges in 1973.

As a coach, Morris had benched the daughter of a state police officer during a championship game. The officer, using information from Morris' personal life, had then complained to Superintendent Robert Hupp, asking that the teacher not be rehired.

In August, however, a federal court found that Hupp, who has been ordered to personally pay $24,000 in legal fees in the Morris matter, had fabricated a charge of repeated insubordination and forced his dismissal recommendation through the school board, which fired the teacher without a hearing.

The court also required the school board to consider reemploying Morris as it plans for the 1976-77 school year.

Margo Morris
"Trumped-up charges"

DUE PROCESS DENIED TO HORTONVILLE TEACHERS? SUPREME COURT AGREES TO REVIEW THE CASE

WASHINGTON, D.C.—How much due process must be afforded striking teachers in any attempt to fire them? To what extent may the federal government intervene to protect state and local government workers? These are among questions of concern to teachers that will be heard by the U.S. Supreme Court this term.

In the due process case, the High Court has agreed to review the ruling of the Wisconsin State Supreme Court that striking Hortonville, Wisc., teachers were illegally fired. That ruling, being appealed by the school board, held that teachers were denied due process because the school board, as a teacher adversary in the bargaining process, was not a fair and impartial decision-maker in the firings. The teachers, backed by the Wisconsin Education Association Council and NEA's DuShane Emergency Fund, call on the High Court to uphold that ruling.

Crestwood Case

A similar case has been taken to the Supreme Court by the Crestwood (Mich.) Education Association and the Michigan Education Association. As in the Hortonville case, here 184 striking educators charged that the school board improperly discharged them after they refused to return to work when the board refused to bargain in good faith. NEA is providing financial support in the case.

In a federal-state issue, the National League of Cities and the state of California are leading a Supreme Court appeal contending that state sovereignty outweighs the commerce clause of the Constitution and prevents application of the Fair Labor Standards Act to their employees. At issue is extension by Congress last year of minimum wage and overtime provisions to state and local government employees, including firefighters and law enforcement employees. However, the Coalition of American Public Employees, of which NEA is a member and which has filed a brief in the case, believes that the case could have implications for the overall power of Congress to mandate rights and protections for public employees. If this power is limited, it could jeopardize benefits already achieved or yet to be won for public employees through federal legislation—including the pending federal collective bargaining bill.

Other Cases

Among other cases to be heard this term in which NEA is participating are *Liberty Mutual Insurance Company v. Wetzel,* and *Secretary of Housing and Urban Development v. Gautreaux.*

In the Liberty Mutual case, an NEA brief supports Sandra Wetzel and other petitioners who successfully argued in a lower court that denial of insurance benefits to women workers disabled by pregnancy, childbirth, and related conditions under a comprehensive disability income protection plan violates Title VII of the Civil Rights Act.

The Gautreaux case relates to open housing, and an NEA brief supports the lower court's ruling that a metropolitan remedy ought to be at least considered to end housing discrimination. Such a remedy, states the brief, "Would not only redress the racially discriminatory housing practices . . . but offer an important step toward bringing the promise of Brown (the Supreme Court ruling against school desegregation) to minority group children locked in inner city schools."

In the parochiaid arena, the High Court will consider a challenge to a Maryland statute appropriating public funds for direct grants to nonpublic colleges and universities. The National Coalition for Public Education and Religious Liberty, of which NEA is a member, contends that the statute violates U.S. constitutional requirements for separation of church and state. The brief asks, for example, how sectarian schools can avoid using part of the all-purpose grants for salaries of employees whose work includes maintaining facilities such as the school chapel and classrooms in which theology is taught.

WERE THESE TEACHERS DENIED DUE PROCESS? The U.S. Supreme Court has agreed to review a Wisconsin court decision saying that teachers in Hortonville were unfairly fired during a strike by a school board that was not a neutral party in the conflict.

Supreme Court Okays Reasonable Use of Corporal Punishment

WASHINGTON, D.C.—The U.S. Supreme Court has affirmed a three-judge federal panel's ruling that the constitutional concept of family privacy does not bar teachers or principals from administering reasonable corporal punishment to students. But, the Court said, certain due process guarantees are required.

Although the High Court did not rule on the specific merits of the North Carolina case involved, the general standard laid out by the lower court is now applicable across the country. The ruling is simply permissive, however, and will not affect state laws, city ordinances, or school board prohibitions against corporal punishment.

In the Greensboro, N.C., case, the federal panel found constitutional a state statute which empowers school officers to "use reasonable force in the exercise of lawful authority to restrain or correct pupils and to maintain order," even though a child's parent may have asked that physical punishment not be used. The panel acknowledged that "14th Amendment liberty embraces the right of parents generally to control means of discipline of their children," but stated that "the state has a countervailing interest in the maintenance of order in the schools."

The Court stressed, however, that "we also hold that teachers and school officials must accord to students minimal procedural due process in the course of inflicting such punishment" since the child "does have an interest, protected by the 14th Amendment, in avoiding corporal punishment." Although the procedures are "few in number," declared the opinion, "that is not to downplay their importance."

Safeguards required by the ruling mandate that except for misconduct which is "so anti-social or disruptive in nature as to shock the conscience, corporal punishment may never be used unless the student was informed beforehand that specific misbehavior could occasion its use." Further, and even more restrictively, the opinion declared that except for this sort of "anti-social or disruptive" instance, corporal punishment "should never be employed as a first line of punishment for misbehavior."

The ruling also calls for the presence of a second school official (teacher or principal) during punishment and says that the witness must be informed beforehand and in the students' presence of the reason for the punishment. Also the student should be allowed "to protest, spontaneously, an egregiously arbitrary or contrived application of punishment," although this does not necessarily have to occur formally in the presence of the witnessing school official. Finally, the Court said, the official who has administered the punishment "must provide the child's parent, upon request, a written explanation of his reasons and the name of the second official who was present."

The school defendants in the Greensboro case were backed by the North Carolina Association of Educators, but NCAE emphasized that it does not approve corporal punishment but feels that "the statute should remain on the books as a protection for teachers." Absent the statute, NCAE reasons, numerous "nuisance cases" could erupt if a teacher so much as touched a child. NCAE is counseling its members to find alternative methods to corporal punishment and is using the guidelines drawn up by an NEA task force and accepted by NEA's Representative Assembly in 1972 (see below).

RECOMMENDATIONS OF THE NEA TASK FORCE ON CORPORAL PUNISHMENT

The NEA Representative Assembly, in 1972, adopted a report by an NEA Task Force on Corporal Punishment. The report included these recommendations:

- All educators should move immediately to phase out infliction of physical pain upon students, except for purposes of restraint or protection of self or other students.
- NEA should support the adoption of model state legislation for outlawing corporal punishment.
- NEA and local and state associations should assist members in securing the minimal conditions necessary for dealing with disruption and in identifying and developing alternatives to inflicting physical pain on students.
- NEA and state and local associations should move through negotiation or other means to secure for all teachers released time during the school day so they can obtain the in-service education necessary to routinely utilize alternative methods of maintaining discipline.
- NEA and state and local associations should encourage teacher education institutions to provide all students instruction in educationally sound ways of developing and maintaining good learning conditions.

NEA FINANCIAL REPORT TO MEMBERS

by Secretary-Treasurer John T. McGarigal

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

STATEMENT OF ASSETS, LIABILITIES AND FUND BALANCES (NOTE 1)
AUGUST 31, 1975 AND 1974

GENERAL FUND

OPERATING

ASSETS

	1975	1974
Cash	$ 2,045,377	$ 352,903
Certificates of deposit	3,000,000	1,000,000
Accounts and notes receivable:		
Unpaid membership dues from certain state associations—		
Amounts due over extended periods (Note 2)	1,001,375	1,626,033
Other, net of reserves for cancellations of $822,277 in 1975 and $407,723 in 1974	5,858,186	5,132,151
Publication sales and advertising	92,782	74,479
Amounts due from Departments, National Affiliates and Associated Organizations (including notes receivable of $217,500 in 1975 and $77,054 in 1974)	344,702	385,533
Other assets	424,694	379,782
	$12,767,116	$ 8,950,881

LIABILITIES AND FUND BALANCES

	1975	1974
Liabilities:		
Accounts payable and accrued liabilities	$ 1,476,978	$ 1,069,924
Accrued vacation	1,888,509	1,686,032
Accrued severance pay (Note 3)	588,598	562,635
Amount payable to state and local associations under indemnification agreements (Note 4)	781,079	1,064,055
Amount payable to Permanent Fund	4,620,512	3,973,617
Amount payable to Special Purpose Funds	505,735	535,192
Amounts held for Departments, National Affiliates and Associated Organizations	324,464	276,950
	10,185,875	9,168,405
Fund balance:		
Deficit balance, beginning of year, as previously reported	(217,524)	(1,913,946)
Adjustment resulting from change in method of accounting for severance pay (Note 3)	—	(512,276)
Deficit balance, as restated	(217,524)	(2,426,222)
Excess of income over expenses (see accompanying statement)	2,798,765	2,208,698
Balance (deficit), end of year	2,581,241	(217,524)
	$12,767,116	$ 8,950,881

LAND AND BUILDINGS (at cost)

	1975	1974
Land (Note 5)	$ 2,024,692	$ 2,024,692
Buildings, not being depreciated (Note 5)	11,635,213	11,635,213
	13,659,905	13,659,905
Total general fund assets	$26,427,021	$22,610,786

	1975	1974
Fund balance:		
Balance, beginning of year	$13,659,905	$13,972,538
Transfer of building improvements from Permonent Fund	—	9,921
Adjustment of land and building to appraised value (Note 5)	—	(301,994)
Building improvements, disposed of during the year	—	(20,560)
Balance, end of year	13,659,905	13,659,905
Total general fund liabilities and fund balances	$26,427,021	$22,610,786

PERMANENT FUND

ASSETS

	1975	1974
Cash	$ 623	$ 623
Amount due from General Fund	4,620,512	3,973,617
Land and land improvements, at cost (Note 5)	906,700	885,620
Investment securities, at cost (quoted market value of $1,576,000 in 1975 and $1,356,000 in 1974)	1,940,408	1,940,408
Total permanent fund assets	$ 7,468,243	$ 6,800,268

LIABILITIES AND FUND BALANCES

	1975	1974
Fund Balance:		
Balance, beginning of year	$ 6,800,268	$ 6,086,198
Life memberships	687,788	784,507
Transfer of building improvements to General Fund	—	(9,921)
Proceeds from disposition of building improvements	—	14,743
Printing costs of Addresses and Proceedings	(19,813)	(12,715)
Adjustment for realized loss in value of investment securities (Note 1)	—	(62,544)
	667,975	714,070
Balance, end of year	7,468,243	6,800,268
Total permanent fund balance	$ 7,468,243	$ 6,800,268

SPECIAL PURPOSE FUNDS

	1975	1974
Cash	$ 7,681	$ 70,744
Investment securities, at cost (quoted market value of $144,000 in 1975 and $123,000 in 1974)	166,294	168,618
Inventory held for sale, at cost	—	102,434
Insurance claim for inventory	67,821	—
Amount due from General Fund	505,735	535,192
Total special purpose funds assets	$ 747,531	$ 876,988

	1975	1974
Fund balance, after deduction of deficit balances in certain funds of $132,528 in 1975 and $186,971 in 1974	$ 747,531	$ 876,988
Total special purpose funds balance	$ 747,531	$ 876,988

STATEMENT OF GENERAL FUND SOURCES AND USES OF CASH (NOTE 1) FOR THE YEARS ENDED AUGUST 31, 1975 AND 1974

	1975	1974
Sources of Cash:		
Membership dues		
Current year	$33,549,311	$29,049,065
Prior years	5,488,582	5,197,117
Advertising and publications sales	980,000	1,066,965
Borrowings from Permanent Fund (net)	646,895	754,890
Fees and services, principally for affiliated and associated organizations	854,434	823,896
Excess of receipts over disbursements for Departments, National Affiliates and Associated Organizations	84,691	226,246
Interest on notes receivable	160,333	151,043
Income from Permanent Fund investments	77,792	80,571
Other	163,407	103,674
Total sources of cash	42,005,445	37,453,467
Uses of Cash:		
Expenses	37,298,295	32,440,918
Repayments of bank notes	—	2,100,000
Purchase of certificates of deposit	2,000,000	1,000,000
Indemnification payments to state and local associations for loss of memberships	790,955	909,850
Excess of disbursements over receipts for Special Purpose Funds	29,457	864,055
Commissions, production and promotional charges for advertising and publications	194,264	197,922
Total uses of cash	40,312,971	37,512,745
Increase (decrease) in cash	1,692,474	(59,278)
Cash balance, beginning of year	352,903	412,181
Cash balance, end of year	$ 2,045,377	$ 352,903

STATEMENT OF GENERAL FUND INCOME AND EXPENSES FOR THE YEARS ENDED AUGUST 31, 1975 AND 1974 (NOTE 1)

	1975 BUDGET	1975 ACTUAL	1974* ACTUAL
Income:			
Membership dues (net of indemnification agreement allowances of $507,979 in 1975 and $1,059,000 in 1974—Note 4)	$35,008,250	$38,631,293	$33,254,939
Advertising	500,000	483,904	347,412
Publication sales	350,000	320,135	438,418
Interest income	—	288,997	180,011
Investment income from Permanent Fund investments	325,000	76,177	80,571
Fees and services principally for affiliates and associated organizations	400,000	850,780	823,896
Miscellaneous	70,000	81,268	20,137
	36,653,250	40,732,554	35,145,384
Expenses:			
An Independent, United Teaching Organization	6,732,733	6,996,887	5,955,470
Professional Excellence	1,572,896	1,494,454	1,289,191
Economic Security for all Educators	1,342,940	1,275,650	1,038,492
Adequate Financing for Public Education	890,142	714,015	623,389
Human and Civil Rights in Education	2,933,498	2,593,577	2,143,653
Leadership in Solving Social Problems	293,004	289,924	168,983
Basic Support Systems:			
Research	662,184	687,756	566,970
Communications	3,928,979	4,080,267	4,365,848
Government Relations	896,722	1,031,623	878,685
Uniserv	8,520,997	8,643,107	6,592,979
Governance	2,106,470	3,131,750	1,644,887
Administration	2,628,129	2,614,337	3,233,858
Business Management	4,316,279	4,283,358	4,258,435
Miscellaneous	—	97,084	175,846
	$36,824,973	37,933,789	32,936,686
Excess of income over expenses		$ 2,798,765	$ 2,208,698

SCHEDULE OF EXPENSES BY TYPE

	1975	1974
Salaries and benefits	$14,338,172	$13,141,056
Grants to and joint projects with state and local associations	9,211,457	6,923,642
Travel	4,329,107	3,692,805
Publication costs	2,111,758	1,880,754
Outside services (consultants, printing, legal, audit, other)	2,958,530	2,635,702
Office expenses (telephone, office supplies, other)	1,601,619	1,712,636
Administrative expenses (interest, insurance, rent, utilities, other)	986,697	1,113,558
Grants to affiliates (including grants to Dushane Emergency Fund of $1,350,000 in 1975 and $800,000 in 1974—Note 6)	1,491,764	960,500
Machinery rentals, repairs, materials and supplies	904,685	876,033
	$37,933,789	$32,936,686

* Restated to conform with 1975 presentation.

STATEMENT OF SPECIAL PURPOSE FUNDS RECEIPTS, DISBURSEMENTS AND FUND BALANCES (NOTE 1) FOR THE YEAR ENDED AUGUST 31, 1975

	Balance August 31, 1974	Cash Receipts: Association	Cash Receipts: Other	Cash Disbursements	Balance August 31, 1975
Special Services and Educational Travel Trust Funds	$ 503,090	—	$10,355,680	$10,716,290	$ 142,480
Reserve for Employee Retirement Benefits	326,508	$ 74,953	—	98,131	320,330
Hilda Maehling Fellowship Fund	101,674	—	4,174	1,285	104,563
William G. Carr Scholarship Award	40,986	2,000	3,354	787	45,553
Committee on International Relations	18,193	—	134,201	283,927	(131,533)
Press, Radio and Television Services Project	15,724	—	6	320	15,410
Verbal Skills in Negotiations	18,116	—	35,527	47,559	6,084
Nanjemoy Nature Reserve Fund	9,017	—	5	1,540	7,482
Big Cities Project	8,218	—	—	8,218	—
Educational Technology Contracts and Grants	5,549	—	—	161	5,388
Faculty Representative Skills	4,990	—	12,234	—	17,224
Womens Caucus	3,630	—	103	2,788	945
School Nurses Project	2,756	49,600	94	40,633	11,817
Given's Room Project	1,752	—	—	—	1,752
Student NEA Environment Project	1,685	—	—	1,685	—
Salute to Education	1,227	183	—	1,410	—
Working Conference on Sex Role Stereotypes	844	—	—	844	—
Teacher Evaluation and Professional Standards Projects	(43)	—	43	—	—
NEA/Corporation for Public Broadcasting Project	(592)	8,279	3,225	10,912	—
National Association of School Counselors Project	(3,440)	4,714	—	1,274	—
DuShane Emergency Fund (Note 6)	(182,896)	1,350,000	114,442	1,093,007	188,539
Parliamentary Procedures Package	—	—	10,623	113	10,510
USOE Ethnic Studies Grant	—	—	35,000	28,417	6,583
Bicentennial Essay Contest	—	—	5,500	319	5,181
Speaking for Teachers	—	—	4,513	—	4,513
Bicentennial Guidebook Project	—	—	32,700	30,523	2,177
Bicentennial Sculpture	—	—	528	—	528
Hortonville-Timberlane Adopt-A-Teacher Program	—	6,090	84,319	90,409	—
Peace Studies Exposition	—	—	5,000	5,245	(245)
Compulsory Education Project	—	—	—	750	(750)
TOTAL	$ 876,988	$1,495,819	$10,841,271	$12,466,547	$ 747,531

STATEMENT OF SPECIAL PURPOSE FUNDS RECEIPTS, DISBURSEMENTS AND FUND BALANCES (NOTE 1) FOR THE YEAR ENDED AUGUST 31, 1974

	Balance August 31, 1973	Cash Receipts: Association	Cash Receipts: Other	Cash Disbursements	Balance August 31, 1974
Special Services and Educational Travel Trust Funds	$ 927,139	—	$ 9,905,146	$10,329,195	$ 503,090
Reserve for Employee Retirement Benefits	349,711	—	—	23,203	326,508
Hilda Maehling Fellowship Fund	102,751	—	3,498	4,575	101,674
William G. Carr Scholarship Award	41,419	—	2,871	3,304	40,986
Committee on International Relations	(107,725)	—	312,495	186,577	18,193
Press, Radio and Television Services Project	15,537	—	570	383	15,724
Verbal Skills in Negotiations	12,824	$ 33,500	60,464	88,672	18,116
Nanjemoy Nature Reserve Fund	8,827	—	6,000	5,810	9,017
Big Cities Project	—	35,000	—	26,782	8,218
Educational Technology Contracts and Grants	6,292	—	100	843	5,549
Faculty Representative Skills	9,775	—	32,845	37,630	4,990
T. M. Stinnett Chair of Criticism	688	—	3,439	4,127	—
Womens Caucus	(480)	—	4,817	707	3,630
School Nurses Project	—	49,600	—	46,844	2,756
Given's Room Project	2,344	—	30	622	1,752
Student NEA Environment Project	1,659	—	26	—	1,685
Salute to Education	1,250	—	900	923	1,227
Working Conference on Sex Role Stereotypes	1,731	—	—	887	844
Overseas Education Association—Uniserv Project	11,191	—	—	11,191	—
Educational Policies Commission Project	102	—	—	102	—
ACT/NEA/NPS Environmental Education Project	22	—	—	22	—
Classroom Teachers National Conference	1,135	—	14	1,149	—
Teacher Evaluation and Professional Standards Projects	18,804	—	7,048	25,895	(43)
NEA/Corporation for Public Broadcasting Project	—	—	3,225	3,817	(592)
National Association of School Counselors Project	—	41,000	—	44,440	(3,440)
DuShane Emergency Fund (Note 6)	246,411	800,000	47,449	1,276,756	(182,896)
TOTAL	$1,651,407	$ 959,100	$10,390,937	$12,124,456	$ 876,988

REPORT OF INDEPENDENT ACCOUNTANTS

To the President and Members of the
National Education Association of the United States

We have examined the statement of assets, liabilities and fund balances of the National Education Association of the United States as of August 31, 1975 and 1974 and the related statements of General Fund income and expenses and sources and uses of cash and the statements of Special Purpose Funds receipts, disbursements and fund balances for the years then ended. Our examinations were made in accordance with generally accepted auditing standards and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

As described in Note 1 to the financial statements, the Special Purpose Funds are accounted for on the cash basis. The effect of the difference between the cash basis method of accounting for Special Purpose Funds as presented in the accompanying financial statements and that which would be obtained under the accrual basis has not been determined.

In our opinion, except that Special Purpose Funds are accounted for on the cash basis as referred to in the preceding paragraph, the accompanying financial statements examined by us present fairly the assets, liabilities and fund balances of the National Education Association of the United States at August 31, 1975 and 1974 and the General Fund income and expenses and sources and uses of cash and the changes in the Permanent Fund and Special Purpose Funds for the years then ended, in conformity with generally accepted accounting principles consistently applied.

We have also examined the pro forma condensed statement of assets, liabilities and fund balances of the General Fund and Capital Improvement Fund as of August 31, 1975 and the pro forma condensed statement of General Fund income and expenses for the year then ended appearing in Note 10. These condensed statements were prepared by adjusting the General Fund and Permanent Fund financial statments as of August 31, 1975 and for the year then ended to show the effect of the Association's New Bylaws. In our opinion, these pro forma condensed financial statements have been properly prepared to present the pro forma assets, liabilities and fund balances of the General and Capital Improvement Funds of the National Education Association of the United States at August 31, 1975 and the General Fund income and expenses for the year then ended as they would have appeared had the New Bylaws been effective at the beginning of the fiscal year.

PRICE WATERHOUSE & CO.

Washington, D.C.
October 6, 1975

NOTES TO FINANCIAL STATEMENTS AUGUST 31, 1975 AND 1974

NOTE 1—SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization

The National Education Association of the United States (Association) is a non-profit corporation incorporated under a special act of the United States Congress. The Association is exempt from federal income tax under Section 501(c)(6) of the Internal Revenue Code except for income derived from unrelated business activities. For the years ended August 31, 1975 and 1974, the Association incurred a loss from these activities; accordingly no provision for income taxes has been included in the accompanying financial statements.

General Fund Budget

The budget amounts included in the statement of General Fund income and expenses are as approved by the Representative Assembly and amended by the Board of Directors, as set forth in guidelines approved by the Representative Assembly.

Departments, National Affiliates and Associated Organizations

There are 30 departments, national affiliates and associated organizations which offer services to members of the Association and to other educators. The Association provides various administrative services and acts as custodian for the funds of certain of these organizations, however each of these organizations has a separate Board of Directors and operates independently of the Association. The accompanying financial statements present the financial activity of the Association exclusive of these organizations, except for the funds held by the Association as custodian.

Special Purpose Funds

Special Purpose Funds consist of restricted funds or funds designated for specific projects and purposes. Special Purpose Funds include activities such as the DuShane Emergency Fund (See Note 6), government and private contracts and grants, the organization of travel tours and the administration of various services such as annuity and insurance plans for members.

The Special Purpose Funds are accounted for on the basis of cash receipts and disbursements and accordingly do not include amounts for income earned but not collected or expenses incurred but not paid. No determination has been made of the amounts of such income or expenses as of August 31, 1975 and 1974. The deficit balances in certain of these funds as of August 31, 1975 are expected to be eliminated through additional grants or payments on contracts.

Permanent Fund

The Permanent Fund consists of resources of the Association which may not be expended or otherwise transferred, except by the approval of the Executive Committee, the Board of Directors and a two-thirds vote of the Representative Assembly. However, the Bylaws of the Association provide that such resources may be expended for the cost of building improvements and the cost of printing **Addresses and Proceedings.**

At August 31, 1975, the General Fund had borrowed a total of $4,620,512 from the Permanent Fund. The Board of Directors of the Association has approved such borrowings up to $4,000,000, however, in accordance with the Association's New Bylaws, as discussed in Note 10, this interfund borrowing will be eliminated as of September 1, 1975.

In July 1973, the Representative Assembly approved the discontinuation of life memberships. However, all life membership applications received prior to that date will continue in force under their original terms which allow for the payment of life membership in equal installments over a period of 10 years.

Life memberships are recorded as Permanent Fund Income when payment is received, except that an amount equal to annual membership dues ($25) is credited to the General Fund. For the years ended August 31, 1975 and 1974, total life membership receipts were $2,172,838 and $2,351,582, respectively, of which $1,485,050 and $1,567,075 was credited to the General Fund and $687,788 and $784,507 was credited to the Permanent Fund. At August 31, 1975, the aggregate amount receivable from life membership applications received prior to July 1973 was approximately $9,760,000. This amount has not been recorded in the accompanying financial statements since it is not possible to estimate the amount which will ultimately be collected.

Income earned on Permanent Fund investments is recorded as investment income in the General Fund.

Investments

The Permanent Fund investments consist primarily of a 97% interest in a pooled investment fund administered by a commercial bank. The investment is recorded at original cost adjusted to actual cost upon the addition or withdrawal of a participant. Gains and losses are recognized only when a withdrawal is made from the pooled investment fund by a participant.

Property, Equipment and Depreciation

The Association does not provide for depreciation on its buildings because it is the intention to finance future building replacements, when required, from sources other than current income or General Fund capital. Building additions and improvements are financed from the Permanent Fund and transferred to the General Fund. Furniture and equipment are financed from the General Fund and are expensed when purchased.

NOTE 2—UNPAID MEMBERSHIP DUES RECEIVABLE FROM CERTAIN STATE ASSOCIATIONS

A portion of the membership dues for prior years was not remitted to the Association by certain state associations and is evidenced by interest bearing notes which are payable to the Association in varying amounts through 1978. During the year ended August 31, 1975, principal payments of $624,658 were received. The following is a summary of these notes as of August 31, 1975 and 1974.

Representing dues receivable applicable to:	Balance as of August 31, 1975	Balance as of August 31, 1974
1972 and prior	$1,001,375	$1,550,779
1973	—	75,254
	$1,001,375	$1,626,033

NOTE 3—SEVERANCE PAY

In 1974, the Association adopted a policy of recording a liability for employee severance pay based on the collective bargaining agreements negotiated during that year. Previously, severance pay was recorded as an expense when paid. As a result of this change the Association recorded in 1974 a total liability of $562,635 for severance pay of which $512,276 was earned by eligible employees in years prior to 1974.

NOTE 4—AMOUNT PAYABLE TO STATE AND LOCAL ASSOCIATIONS UNDER INDEMNIFICATION AGREEMENTS

The amount payable to state and local associations under indemnification agreements of $781,079 at August 31, 1975 and $1,064,055 at August 31, 1974 represents estimates of the Association's liability to certain state and local associations for reimbursement of their losses in membership income for a period up to three years subsequent to the year of unification. The actual amount of the liability cannot be finally determined until the state and local associations submit their claims for reimbursement.

NOTE 5—LAND, IMPROVEMENTS AND BUILDINGS

In 1971, the Association (the Permanent Fund) purchased approximately 27 acres of land in Reston, Virginia. The land was appraised in 1973 at a value of $1,200,000 to $1,450,000. Total cost of the land and land improvements was $906,700 as of August 31, 1975.

The Association owns a vacant office building and land located in the business district of Washington, D.C. In 1974, the Association received an appraisal on this property which was $301,994 less than its cost. Accordingly, the land and building fund balance was adjusted for the year ended August 31, 1974 to reflect the expected loss in value of this property.

NOTE 6—DuSHANE EMERGENCY FUND

The DuShane Emergency Fund, which was established to protect the human, civil and professional rights of educators, had $760,899 in loans outstanding to teachers and state associations as of August 31, 1975. The ultimate collectibility of these loans cannot be determined and accordingly are not reflected in the accompanying financial statements. Collections on these loans will be recorded as increases in the DuShane Emergency Fund balance if and when received.

NOTE 7—BANK LINE OF CREDIT

In connection with a $5,500,000 line of credit granted by a commercial bank for which no commitment fee is paid, the Association has agreed that it will not encumber any real property or pledge other assets without the written consent of the bank. In addition, the Association must confine its borrowings to the bank. As of August 31, 1975 and October 6, 1975 the Association had no borrowings under this line of credit.

NOTE 8—RETIREMENT PLAN

The Association has a contributory retirement plan which covers substantially all employees. The Association's policy is to fund retirement costs accrued. Effective January 1, 1975, the Association made various changes to the Plan and the actuarial assumptions of the Plan. The latest actuarial valuation as of December 31, 1974 included consideration of the changes to the Plan and changes in the actuarial assumptions and indicates that a previously existing unfunded prior service cost ($1,429,000 at December 31, 1973) has been eliminated. Retirement plan expense for the years ended August 31, 1975 and 1974 was approximately $1,175,000 and $1,352,000, respectively, including $54,000 and $163,000, respectively, of unfunded prior service cost amortization.

Management believes that the 1974 Employee Retirement Income Security Act will not have a significant effect on the Association's future contributions to the retirement plan.

NOTE 9—CONTINGENCY

The Association is a co-defendant in an action which seeks to hold the Association liable for alleged damages of $100,000 and punitive damages of $500,000. Management of the Association believes that it can successfully defend the lawsuit on the issue of liability or that the plaintiff will be unable to demonstrate any appreciable actual damages. However, if the Association loses on the issue of liability, it could conceivably be held liable for punitive damages the amount of which cannot be predicted at the present time.

NOTE 10—PRO FORMA EFFECT OF NEW BYLAWS ON FINANCIAL STATEMENTS

In accordance with the Association's New Bylaws which became effective as of September 1, 1975, the assets, liabilities, income, expenses and fund balance of the Permanent Fund will be consolidated with the General Fund. In addition, the land and buildings currently included in the General Fund will be designated as the Capital Improvement Fund.

Set forth below is a pro forma condensed statement of assets, liabilities and fund balances of the General Fund and Capital Improvement Fund as of August 31, 1975 and a pro forma condensed statement of General Fund income and expenses for the year then ended as they would have appeared had the New Bylaws been effective at the beginning of the fiscal year.

PRO FORMA CONDENSED STATEMENT OF ASSETS, LIABILITIES AND FUND BALANCES AUGUST 31, 1975

GENERAL FUND

Assets	
Cash and certificates of deposit	$ 5,046,000
Accounts and notes receivable	7,297,045
Land and land improvements, at cost	906,700
Investment securities, at cost	1,940,408
Other assets	424,694
	$15,614,847
Liabilities	
Accounts payable and accruals	$ 4,735,164
Amount payable to Special Purpose Funds	505,735
Amount held for Governance Affiliates, Non-Governance Affiliates and other organizations	324,464
	5,565,363
Fund balance	10,049,484
	$15,614,847

CAPITAL IMPROVEMENT FUND

Assets	
Land, at cost	$ 2,024,692
Buildings, at cost, not being depreciated	11,635,213
Total assets and fund balance	$13,659,905
Income	
Membership dues, including life memberships	$39,319,081
Other	2,101,261
	41,420,342
Expenses, including printing costs of Addresses and Proceedings	37,953,602
Excess of income over expenses	$ 3,466,740

It is anticipated that no changes will be made to the Special Purpose Funds as a result of the New Bylaws.

Save on Headaches

Buying drugs can be a headache . . . NEA has the prescription!

Chances are you may be overpaying significantly for medicines and other health needs. NEA has the aspirin for *that* kind of headache, too.

Unified Members and their families using NEA's Prescription Service Program pay considerably lower prices for prescription medicines from one of the most service-oriented, technically advanced pharmacies in the country. Prove it yourself. Check the list of most frequently prescribed drugs in the columns below. Bought locally, you may needlessly be paying up to *twice as much* for some of them.

Prices Listed Below are for Quantities of 100

To reduce your prescription costs to rock-bottom, ask your doctor to prescribe the generic equivalent of the brand name you need, or ask him to add "or generic equivalent" to the prescription. Prescriptions sold under the generic or chemical name are comparable therapeutically to brand name products but are considerably less expensive. In the chart below, generic equivalents are highlighted in large type directly following the drug's brand name.

Actifed	5.31
Aldactazide	11.70
Aldoril-15	9.18
Aldomet 250 mg.	7.65
Aldoril-25	10.26
Antivert 12.5 mg.	6.03
Apresoline 25 mg.	**5.31**
HYDRALAZINE 25 mg.	**2.61**
Atromid S.	7.65
Butazolidin Alka	9.45
Cerespan	**11.97**
PAPAVERINE LA 150 mg.	**3.24**
Chlortrimeton 12 mg.	**6.84**
CHLORPHENIRAMINE 12 mg.	**2.34**
Colbenemid	**8.01**
PROBENECID W/ COLCHICINE	**6.75**
Combid	17.73
Coumadin 5 mg.	5.85
Cyclospasmol 200 mg.	8.73
Darvocet N 100 mg.	8.10
Darvon 65 mg.	**7.56**
PROPOXYPHENE 65 mg.	**3.15**
Darvon Cmpd. 65 mg.	**7.83**
PROPOXYPHENE CMPD. 65 mg.	**3.42**
Diupres 500 mg.	9.09
Diuril 500 mg.	6.12
Dyazide	8.28
Esidrix 50 mg.	**6.39**
HYDROCHLOROTHIAZIDE 50 mg.	**2.34**
Furadantin 100 mg.	**20.79**
NITROFURANTOIN 100 mg.	**3.69**
Hydergine	9.27
Hydrodiuril 50 mg.	**6.12**
HYDROCHLOROTHIAZIDE 50 mg.	**2.34**
Hydropress-50	**9.00**
HYDROSERP-50	**3.24**
Inderal 10 mg.	4.41
Indocin 25 mg.	9.54
Ismelin 25 mg.	13.14
Lasix 40 mg.	8.73
Meprobamate 400 mg.	2.16
Nitrobid 2.5 mg.	**7.47**
NITROGLYCERIN LA 2.5 mg.	**3.24**
Norpramin 50 mg.	15.21
Ornade	12.42
Papaverine 150 mg. LA	3.24
Pavabid	**9.36**
PAPAVERINE 150 mg. LA	**3.24**
Peritrate SA 80 mg.	**9.81**
PETN 80 mg. LA CAPSULE	**4.77**
Prednisone 5 mg.	2.70
Premarin .625 mg.	**5.04**
ESTROGENS CONJ. .625 mg.	**3.60**
Premarin 1.25 mg.	**7.47**
ESTROGENS CONJ. 1.25 mg.	**4.50**
Pronestyl 250 mg.	**6.75**
PROCAINAMIDE 250 mg.	**3.87**
Propoxyphene Cmpd.-65	3.42
Quinaglute	22.95
Quinidine 200 mg.	8.10
Regroton	10.80
Salutensin	12.33
Serapes	**8.73**
HHR	**2.88**
Sinequan 10 mg.	12.78
Stelazine 2 mg.	10.26
Talwin 50 mg.	10.26
Tandearil	9.63
Tetracycline 250 mg.	3.06
Thorazine 50 mg.	**5.31**
CHLORPROMAZINE 50 mg.	**3.42**
Tofranil 25 mg.	**9.36**
IMIPRAMINE 25 mg.	**7.47**
Tofranil 50 mg.	18.99
Triavil 2-25	12.15
Vasodilan 20 mg.	**12.51**
ISOXSUPRINE 20 mg.	**8.10**
Zyloprim 300 mg.	17.46

Generic Equivalent

Important Extra Benefits

NEA's precision-planned, carefully controlled program is unequalled anywhere. Among the unique and exclusive features are: 1) Computer-monitored allergy protection. 2) Computer-monitored drug interaction checks. Nearly 40,000 potentially hazardous drug combinations are checked. 3) Printed reorder cards on every item purchased to enable you to order refills without even writing your name. 4) Same day service. Orders are filled and shipped on the day they are received. 5) Shop-at-home convenience. Saves time, saves gasoline and transportation. 6) Open credit privileges. Pay when you are billed. 7) Free delivery via first-class mail for prescription medicines. 8) Itemized invoices in duplicate for tax and insurance purposes.

How to Participate

There are no forms to fill out, nor is it necessary that you send for a catalog to participate in your NEA Prescription Service Program. Simply send your next prescription directly to: Pharmaceutical Services of Kansas City, Inc., 6427 Prospect Avenue, Kansas City, Missouri 64132, along with the mailing label from this publication. As a Unified Member, identified by the label, you are guaranteed preferential treatment and special prices.

If you really want to save money on your pharmacy bills, take advantage of NEA's Prescription Service Program . . . and save on headaches!

A catalog describing the program in detail and listing prices of hundreds of items is available by sending 25¢ in coin to:

Prescription Service Program
Room 405E
1201 16th Street, N.W.
Washington, D.C. 20036

nea SPECIAL SERVICES

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AS PART OF A PRIVILEGED GROUP

You Can Save Money, Cut Current Income Taxes And Provide For Retirement

THE UNITED TEACHING PROFESSION

Fixed Annuity Program.

The Internal Revenue Service has authorized special tax treatment for teachers. You, as many thousands of Unified Members already have, can enjoy these significant advantages by enrolling now in NEA's United Teaching Profession Annuity Program.

Members find this program a convenient way to save on a regular basis, reduce their income taxes and accumulate funds for a financially secure retirement.

The UTP Program, developed by Horace Mann Life Insurance Company in cooperation with NEA, offers many valuable features:

Reduced current taxes

Contributions to the program and the interest earned are not subject to current income tax. Taxes are deferred until the accumulated funds are withdrawn, usually at retirement age when tax advantages prevail.

High interest yields on fixed investments

The current rate is 7-3/4%[1].

High guaranteed interest rate

Guaranteed are 7% for 1975 and 6-1/2% for 1976.

100% guaranteed return

Death benefit is 100% of payments (up to age 65), or the cash value of your account, whichever is greater.

Low sales load

The UTP Plan features a sliding sales load that reduces to 2% after $10,000 of deposits. In addition, the "pour in" option at maturity permits twice the proceeds to be deposited with *no* sales load.

High annuity factors

Annuity factors that build the values are guaranteed.

Guaranteed lifetime income

The UTP Fixed Annuity guarantees a specified monthly retirement income paid to you as long as you live[2].

Excess interest that is earned can increase your monthly income substantially. (Excess interest is based on current rates and is not guaranteed.)

Does your school system offer this benefit?

Contact your local school board for information concerning whether or not it offers the United Teaching Profession Fixed Annuity Program. Tax deferred annuities must be purchased through payroll deduction and require a resolution from your school board.

Underwritten by
Horace Mann Life Insurance Company

How you'll save with UTP Program

The charts below illustrate how much you can accumulate over the years through the Fixed Annuity Program with monthly contributions of $125 and $200.

Remember, this amount is exempt from current income taxes.

	$125 PER MONTH – TAX DEFERRED		$200 PER MONTH – TAX DEFERRED	
POLICY YEAR	GUARANTEED INTEREST	INCLUDING EXCESS INTEREST*	GUARANTEED INTEREST	INCLUDING EXCESS INTEREST*
10	$17,980	$21,340	$29,000	$34,450
15	$30,000	$39,930	$48,325	$64,335
20	$44,650	$66,930	$71,800	$107,740
25	$62,450	$106,150	$100,375	$170,780
30	$84,100	$163,100	$135,135	$262,340

*Based on current excess interest rate. Not guaranteed.

For example, the teacher, age 45, who made deposits of $125 a month ($1500 annually) for 20 years until retirement, would accumulate $66,930, at the current rate[3]. With current annuity factors this would provide him with a guaranteed lifetime income[4] of $514 a month at age 65.

Find out today how the UTP Fixed Annuity Program can help you cut income taxes while saving money in an attractive investment program for retirement.

Contact your local Horace Mann representative or fill out and mail the coupon.

[1]Current effective annual interest rate is not guaranteed.
[2]Unless you select an option for payment for a fixed number of years.
[3]The current effective annual rate, including excess interest. Excess interest is not guaranteed.
[4]The current male 10-year certain and life guarantee.

Not presently available in Connecticut, Hawaii, New Jersey, New York and Texas.

HORACE MANN LIFE INSURANCE COMPANY
1 Horace Mann Plaza, Springfield, Illinois 62715

PLEASE SEND INFORMATION ON THE UTP FIXED ANNUITY PROGRAM.

NAME _____ PHONE _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

SCHOOL _____ SCHOOL DISTRICT _____

PLEASE HAVE A HORACE MANN REPRESENTATIVE CONTACT ME ☐

SET YOUR HEART ON SOMEPLACE NEW

Take an NEA Educational Travel Tour and Discover Something New About the World.

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...We're listening.

Details on NEA's Money-Stretching Tours in ECO and the NEA REPORTER

From Agadir to Zugspitze — there's a purse-pampering NEA Educational Travel tour tailor-made to make your dreams come true. Christmas tours are described in detail in ECO and the September and October issues of the NEA REPORTER. Easter tours and travel opportunities are described in detail in the November NEA REPORTER and are listed below.

- **Easter in the Canary Islands** (Apr. 16-24, 1976)
- **Easter in El Salvador** (Apr. 9-16, 1976; Apr. 16-23, 1976)
- **Spring Holiday in Jamaica** (Feb. 7-14, 1976; Feb. 14-21, 1976)
- **Dubrovnik and Munich** (Apr. 10-18, 1976; Apr. 17-25, 1976)
- **Istanbul** (Apr. 19-27, 1976)
- **April in Paris** (Apr. 10-18, 1976; Apr. 17-25, 1976)
- **Easter in Jamaica** (Apr. 17-24, 1976)
- **Rendezvous in Rio** (Apr. 10-18, 1976)
- **Andes and the Locks** (Apr. 11-18, 1976; Apr. 18-25, 1976)
- **Spring Holiday in the Canary Islands** (Feb. 13-21, 1976)
- **Guatemalan Festival** (Apr. 17-25, 1976)
- **Easter in the Holy Land** (Apr. 16-25, 1976)
- **London in Spring** (Apr. 10-18, 1976; Apr. 17-25, 1976)
- **Easter Moroccan Holiday** (Apr. 10-18, 1976; Apr. 17-25, 1976)

The complete 1976 summer travel program will appear in the January issue of ECO.

For the Free Spirited — Transportation Only

For those who are interested in transportation only, NEA expects to have a variety of round trips to European cities at great savings. Available now for Spring, 1976, is the following: New York/Paris/New York: April 10-17, and April 17-24, 1976, via Pakistan International Airlines. NEA membership of at least six months is required for participation.

Special to Retired Teachers

NEA is offering "The Other Side of the World", a 22-day deluxe tour of Pakistan, Afghanistan, and the Vale of Kashmir at the most desirable time for travel in that area, April 6-27 and April 27-May 15, 1976. For an application and a daily itinerary, write to NEA Educational Travel at the address below.

1976 Orient Tour

The 1975 Summer Holiday Tour to the Orient was a smashing hit. So much interest has been shown in Orient tours that NEA Educational Travel has arranged for a 1976 tour that is similar. Because of its popularity, we urge you to act quickly and sign up now while space is still available.

For Complete Details on all Programs . . .

Check your latest copies of the NEA REPORTER or ECO, or write to:

NEA Educational Travel
1201 16th Street, N.W.
Washington, D.C. 20036